DOCUMENT RESUME

ED 169 964 JC 790 262

TITLE	A Comprehensive Community Educational Needs Assessment Study of the Adult Population of Atlantic and Cape May Counties, New Jersey.
INSTITUTION	Response Analysis Corp., Princeton, N.J.
SPONS AGENCY	Atlantic Community Coll., Mays Landing, N.J.
REPORT NO	RAC-4090
PUB DATE	Mar 79
NOTE	96p.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Access to Education; Adult Characteristics; *Community Characteristics; Community Colleges; *Community Surveys; Demography; *Educational Interest; *Educational Needs; *Junior Colleges; Needs Assessment

ABSTRACT

In order to identify and assess the unmet post-secondary educational needs and preferences of adults (age 17 or older) residing in Atlantic and Cape May Counties (New Jersey), 750 area adults were selected, using a random-digit sampling technique, and interviewed. Respondents were categorized as belonging to one of five relevant educational market segments: attending Atlantic Community College (N=27); attending another school/college (N=101); not attending, but definitely interested (N=313); not attending, but with limited interest (N=42); or not attending and not interested in attending (N=267). Study findings are presented in the following areas: (1) career and educational aspirations of area adults; (2) specific educational needs and preferences; (3) barriers and problems associated with obtaining more education; (4) time, space, and financial considerations; (5) attitudes and experiences of currently enrolled students; and (6) demographics of repondents. In addition, educational needs, plans, and preferences are projected, and the educational needs of each population segment are analyzed. General findings included that repondents were better educated than the national norm and more positive toward post-secondary education; and that many educational needs are unmet, not because of lack of availability, but because of other factors such as lack of time, conflicting family needs, cost, and lack of information. (MB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169964

A COMPREHENSIVE COMMUNITY EDUCATIONAL NEEDS ASSESSMENT STUDY OF THE ADULT POPULATION OF ATLANTIC AND CAPE MAY COUNTIES, NEW JERSEY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Walter A. McDaniel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Research Conducted for

ATLANTIC COMMUNITY COLLEGE

JC 790 262

By

Response Analysis Corporation
Princeton, New Jersey

March 1979

RAC 4090

CONTENTS

		Page
I.	INTRODUCTION	1
II.	SUMMARY OF EDUCATIONAL NEEDS AND PREFERENCES.	9
	• Major Findings and Implications	11
	• Summary of Projections of Educational Needs/Plans/Preferences of Adults Living in Atlantic and Cape May Counties	19
	• Summary Analysis of Educational Needs by Five Basic Educational Market Segments among Adults in Atlantic and Cape May Counties	25
	• Computation of Population Projections	36
III.	CAREER AND EDUCATIONAL ASPIRATIONS OF AREA ADULTS.	.37
IV.	SPECIFIC EDUCATIONAL NEEDS AND PREFERENCES . .	.53
V.	BARRIERS AND PROBLEMS ASSOCIATED WITH OBTAINING MORE EDUCATION	.65
VI.	TIME, PLACE, AND FINANCIAL CONSIDERATIONS. . .	.71
VII.	ATTITUDES AND EXPERIENCES OF CURRENTLY ENROLLED STUDENTS.	.79
VIII.	DEMOGRAPHICS OF RESPONDENTS.	.93
	APPENDIX	

I.

INTRODUCTION

- Background
- Objectives of the Study
- Sample and Sampling Methodology
- The Interview Experience
- A Note on Report Organization and Interpretation
- Acknowledgments

I. INTRODUCTION

Background

Most colleges and post-secondary educational institutions are beginning to recognize that the educational environment (market) in which they served the public in the 1950's and 1960's is no longer extant, and that many new problems and prospects need to be addressed in new ways:

> *"The reason for the surge of interest in marketing among colleges and universities: The comfortable seller's market that began with the influx of World War II veterans in the late 1940's has given way to one in which the buyer is calling the shots.*
>
> *The number of students clamoring for admission to college has begun to ease for a variety of reasons, including the end of the military draft, the expiration of some educational benefits for veterans, rising tuition costs, and growing doubts about the economic value of a college education.*
>
> *Overall college enrollment is expected to increase through 1983, according to the National Center for Education Statistics. But this year, for the first time, high school enrollment across the country is down, and by 1995 the number of 18-to-21-year-olds in the country is expected to drop 20 percent."*
>
> -- Edward B. Fiske, "Hard-Hit Schools Turn to Marketeers," NY Times, January 22, 1978, pp. 1-9.

So there is a rapidly increasing need for reliable, projectable educational (market) demand data among college administrators and planners. In commissioning this study, Atlantic Community College has moved to the forefront in establishing and systematically utilizing a broad-based community educational needs feedback system, which we might legitimately describe as a MANAGEMENT INFORMATION SYSTEM WITHIN AN EDUCATIONAL CONTEXT.

Atlantic Community College (hereafter referred to as ACC) was organized on April 4, 1964 after receiving approval from the New Jersey Department of Education. The ACC campus in Mays Landing was selected in November 1964; the official groundbreaking occurred in November 1966; and first occupancy of the new 546 acre, 10-building campus came in February 1968. Since those origins the college has grown rapidly and now serves approximately 10,000 students annually with an FTE of 4,000. ACC has a faculty of more than 130 full time instructors, extension centers in Atlantic City and Cape May, and a Spanish Cultural and Media Center in Hammonton.

As impressive as this growth has been, however, the ACC administration and Board of Trustees do not intend to rest on past successes. The college now wants to ascertain, through a comprehensive community survey, how its programs are serving the educational needs of the nearly 270,000 residents of Atlantic and Cape May Counties and what comprehensive steps it should take to further meet the educational and self-development needs of county citizens.

Following completion, all data from the ACC Community Educational Needs Assessment study will become a permanent part of an ACC community educational needs data bank, a computerized management information system which can provide immediate and specialized answers concerning the educational needs of all area adults. The ACC information system will be one of the first ever established by a two-year institution and can serve as a prototype for other community colleges.

Objectives of the Study

The overriding objective of this study is to provide a baseline identification and assessment of the unmet post-secondary educational needs/preferences of all adults (age 17 or older) residing in Atlantic and Cape May Counties, New Jersey. The survey data is to be utilized by the ACC administration in three primary ways:

1. Improving and expanding the educational programs and services offered to area residents.

2. Gearing programs and services to meet the educational needs as felt by members of the community.

3. Program planning based on potential community demand.

The survey is being funded as part of an AIDP grant held by ACC.

Sample and Sampling Methodology

A total of 750 area adults age 17 or older were interviewed in the Community Educational Needs Survey. We utilized random-digit telephone sampling in order to provide a final sample whose needs, preferences, and attitudes are closely projectable to all adult area residents within known statistical parameters. The sampling tolerance for a sample size of 750 is $\pm$ 3%, a figure which provides our analysis with precision comparable to many well-publicized syndicated national opinion polls.

In random-digit telephone sampling, we start by systematically obtaining five-digit numbers from working residential telephone exchanges within the appropriate geographic area and then we utilize computerized random numbers tables to select, at random, the final two digits of residential telephone numbers to call for interviewing.

Using this sampling methodology, we can say with certainty that the results we have collected in this survey are closely projectable to all adults age 17 or older in Atlantic and Cape May Counties who live in households with a working telephone. Even those residents who have unlisted numbers have an equal chance of being interviewed because our interviewers rely on random numbers tables rather than on telephone directories to select numbers to call.

Persons interviewed had telephone numbers from telephone exchanges which were located wholly or in part within the confines of Atlantic and Cape May Counties. As an added precaution, the interviewers specifically asked respondents whether or not they lived within the area during the screening phase of the interview.

In order to keep "incompletions" (and possible sample biases) to a minimum, our interviewers followed a rule of up to three callbacks (after the initial call) before a qualified respondent was dropped from the sample.

Detailed data on the socioeconomic and other demographic characteristics of the area residents interviewed in the ACC survey are presented in Chapter VIII of this report and in the accompanying volume of computer tabulations.

The Interview Experience

The telephone interviews required an average of eighteen minutes for completion. Prior publicity about the upcoming survey had a positive result in that so few persons called refused to be interviewed. Calls were made between the hours of 3 p.m. and 9 p.m. seven days a week from December 1 to December 10, 1978.

Each interview began with a brief screening form, used to categorize respondents into one of five relevant educational market segments:

EDUCATIONAL MARKET SEGMENT	# OF PEOPLE
Attending ACC	27
Attending another school/college	101
Not attending, but definitely interested	313
Not attending, but with limited interest	42
Not attending and not interested in attending	267

A copy of the survey instrument and other study materials are included in the Appendix.

A Note on Report Organization and Interpretation

The following points should provide assistance in finding those sections of the report of particular relevance to the reader and in explaining our report structure and format of presentation.

1. This final report consists of eight chapters including -- this chapter which introduces the study; Chapter II which provides a brief summary of major findings and recommended actions which emerge from the findings; Chapters III through VII which discuss, in detail, the study findings by topic; Chapter VIII which discusses the demographic and socioeconomic characteristics of the 750 ACC area residents who served as respondents, and an Appendix.

2. When percent signs appear either across the top of columns or down the left side of rows they are there to guide the reader on how to read the table:

   When percent signs are across the top of columns, read down.

   When percent signs are down the left side of rows, read across.

If the percent signs are only across the top or down the left, this tells the reader that all the figures in that column or row sum to 100, subject to occasional rounding error. Where the percentages do not sum to 100 (as in the case of multiple response questions), percent signs are provided on all response categories.

3. All report tables contain the total base applicable to each column or row tabulation. On many tabulations there is a reduced base due to a prior filter question. For instance, the base of respondents for Qs. 3 through 10 are only those persons who stated on Q. 2 that they do not currently attend an educational program.

4. All report tables are presented on the right side with commentary on the facing left page. The bulleted comments on the left-hand pages contain information on the educational, attitudinal, behavioral, and demographic groupings or classifications which seem to produce significant differences (generally 10 or more points) in survey results.

5. In the third section of Chapter II ("Summary of Projections ...") you will find population numbers in boxed sections. These numbers are a translation from the table percentages and provide an estimate or projection of the number of adult ACC area residents who have a particular attitude or express a need for a specific educational service. These population numbers were computed by multiplying the particular proportion (percentage) of respondents (based on the total of 750 respondents) by 177,540 which was the U.S. Census estimate of the total adult population of Atlantic and Cape May Counties (age 18 or older) as of 1977, the latest such estimate available. As of that date 70% (or 177,540) of the 267,363 residents of Atlantic and Cape May Counties were 18 or older. It should also be noted that our survey begins with age 17. Therefore, all numbers portraying population must be regarded wholly as estimates. These projections are also subject to sampling tolerances of ± 3% or more depending upon the particular base involved.

   These boxed population statistics should be particularly useful to planners at Atlantic Community College in estimating the actual or potential demand for specific educational services. Of course, they do not represent any demand for ACC enrollment/attendance by people who reside in any other counties or state.

6. The detailed computer cross-tabulation tables on which the report tables are based are provided in an accompanying volume. Note that all study tables were run against two full cross-tabulation banners:

   BANNER ONE -- Cross Tabulation Categories

   Total

   County of Residence

   Atlantic
   Cape May

Educational Status

Attending - ACC
Attending - Elsewhere
Not Attending - Interested
Not Attending - Limited Interest
Not Attending - Not Interested

Education Level

Less than high school graduate
High school graduate
Some college
College graduate/Graduate+

Education vs. Experience

Pro-education
Both important
Pro-experience

Sex

Male
Female

BANNER TWO -- Cross-Tabulation Categories

Total

Age

17-20
21-29
30-39
40-49
50-64
65 or over

Household Size

One person only
Two
Three
Four
Five
Six or more

Household Income

Less than $8,000
$8,000 - $11,999
$12,000 - $17,999
$18,000 or more

Employment

Full time
Part time
Not employed

Acknowledgments

The Response Analysis study team consisted of the following persons:

STUDY DIRECTOR: Dr. Paul A. Scipione
ASSISTANT DIRECTOR: Ms. Niki Rosenblum
CODING DIRECTOR: Ms. Mary Jablonski
DATA PROCESSING DIRECTOR: Mr. Robin Wortman
ADMINISTRATIVE/REPORT PREPARATION: Ms. Elena Speck
PROOFREADING/STATISTICAL CHECKING: Mr. Peter Cerra

The Response Analysis study team is indebted to the following professionals from Atlantic Community College for their active participation, counsel, and observations:

Dr. Lawrence R. Winchell, Jr.	President
Mr. Walter McDaniel	Director, Institutional Research

Any inquiries concerning the study and interpretation of the results should be directed to:

Dr. Paul A. Scipione
Director of Institutional Research Programs
Response Analysis Corporation
Research Park, Route 206
Princeton, NJ 08540
(609) 921-3333

II.

SUMMARY OF EDUCATIONAL NEEDS AND PREFERENCES

MAJOR FINDINGS AND IMPLICATIONS

An Initial Overview

Before we begin to summarize major findings and recommended actions, we would first like to present several overall observations that emerge from the study:

1. Atlantic and Cape May County residents are better educated than the national norm, are significantly positive toward post-secondary education, and seem widely interested in getting more education. YOU HAVE A SUBSTANTIAL AND RECEPTIVE LOCAL EDUCATIONAL MARKET.

2. There are many educational needs/desires among area residents that are not now being met -- not because of lack of availability at ACC and elsewhere, but because of a wide variety of other factors such as: lack of time; cost/lack of money; conflicting family needs/need for child care; transportation/accessibility; lack of motivation and/or self-confidence; lack of information. THERE IS NOT ONE "MARKET" BUT A SERIES OF MANY MARKET "SEGMENTS," EACH WITH DIFFERENT ATTITUDES, NEEDS, AND GOALS.

3. A significant opportunity exists for ACC to meet the educational needs/preferences of a broader base of Atlantic and Cape May residents, ranging from those seeking college transfer liberal arts coursework to those seeking recreational and avocational activities. ONCE MARKET "SEGMENTS" ARE DEFINED, ACC MUST MOVE TO MEET THE DIFFERENTIAL EDUCATIONAL/LOGISTICAL/COUNSELING NEEDS OF INDIVIDUAL SEGMENTS.

4. As a corollary to Point #3 above, ACC does not face stiff competition from other colleges, except Stockton State College to a limited extent. Rather, ACC is in competition with a set of "ideal" parameters for optimally meeting the varied educational needs of the residents of Atlantic and Cape May Counties.

In the remainder of this chapter we present, in summary form, the major survey findings emerging from this Community Educational Needs Assessment Survey. To the extent that we are able to suggest specific actions which might be implemented to solve a specific problem or take advantage of a specific opportunity, these are presented as "Implication(s)."

In the section titled "Summary of Projections of the Educational Needs/Plans/Preferences of ACC Area Adults" located on pages 19-25, we translate the stated opinions and preferences of those adult residents sampled in this survey into the total number of adults in the two counties projected to hold that particular opinion or exhibit that particular educational need.

Career and Educational Aspirations of County Residents

1. Compared with adults in all counties across the country, Atlantic and Cape May County adults are better educated than the norm. Only 23% have not completed high school (some respondents were high school seniors, since we included 17-year-olds), 39% have attended some kind of post-secondary program, and at least 22% have attained a college degree or higher educational level.

   IMPLICATION

   Superficially, this might indicate less of a "market" for a two-year college. However, we would tend to see this as a predisposition among ACC area residents to favor higher education and to encourage it among older adults as well as young adults in the more traditional 18-25 year old "college segment."

2. Compared to trends from all counties across the country, adults in the ACC area tend more toward the skilled/upscale occupational categories (professional, technical, management, sales, skilled crafts).

   IMPLICATION

   The clear indication is that employers in Atlantic and Cape May Counties and in the Atlantic City metropolitan market area in general have a strong need for an educated, skilled labor base. This should make ACC's mandate even stronger for producing local adults with higher-than-normal (by national standards) educational levels.

3. A substantial minority of area residents (17%) are currently attending a college/school/educational program (4% at ACC; 13% elsewhere).

   IMPLICATION

   There are really two implications here. First, there is indeed a strong current demand for education among ACC area adults. Second, ACC is meeting the needs of about 25% of all area adults currently enrolled/attending.

4. A substantial proportion of area adults (42%) who are not currently attending school are very/somewhat interested in doing so; another 6% have a limited interest in enrolling. These numbers are higher than those obtained in other RAC educational surveys.

   IMPLICATION

   ACC need not expend its efforts in generating general educational interest among area adults. College resources would be better directed toward disseminating information of a more specific nature -- courses available; schedules; locations; costs; specific course benefits.

5. Personal fulfillment (meeting personal needs/interests -- 57%) and for a better future/job/pay (42%) are the primary factors motivating potential interest in enrollment among ACC area adults.

IMPLICATION

Not all area residents are totally utilitarian in wanting to attend college -- many people are motivated by reasons other than money. In its admissions and public information efforts, ACC should emphasize both aspects or benefits, particularly the "personal fulfillment" idea among older/retired residents and the "future/job/pay" idea among younger and middle-aged citizens.

6. Adults who are not currently enrolled express greatest interest (open-ended response) in courses in business and commerce.

IMPLICATION

This sentiment follows closely the national trend. While this trend is strong now, interests tend to fluctuate in cycles -- swinging from a state of undersupply to oversupply with an unfortunate and inefficient time lag. ACC should keep current with these curricular/occupational trends but not lean heavily with its resources in one direction or another.

7. ACC area residents 17 or older exhibit an extremely strong pro-formal education orientation. More than half (52%) think that formal schooling is equal in importance to practical job experience in "getting ahead" and a large minority (31%) feel that formal education is actually more important.

IMPLICATION

Since the vast majority of ACC area residents are already fully convinced of the importance and utility of formal post-secondary education, there is little need for ACC in its public contact/information programs to convince people of this. Rather, ACC should reinforce this attitude/orientation by citing the successes of its graduates and indicate the kinds of counseling/testing/placement support that ACC gives its currently enrolled students. A byproduct of this activity should be to heighten ACC awareness and appreciation among area employers as well.

8. Many adults not presently attending college (59%) think that further education would be helpful, very helpful, or even required for their careers/jobs. A smaller proportion (39%) do not see education as helpful to their career and 3% are undecided on this point.

IMPLICATION

This finding closely supports Points #2, #3, and #5. This point has public information implications (different emphases to different segments) and for college-employer relationships (many courses could be offered jointly or for large area firms).

9. Office skills are the only type of skill reportedly un- or under-utilized among some area residents. A solid majority (63%) of prospective students report having no job skills that are not utilized in their present job/position.

IMPLICATION

There appears to be no surplus of local job skills/talent in Atlantic and Cape May Counties. This would tend to indicate that employees are being placed in positions where their primary skills are utilized and that there exists no "backlash" against schools for turning out adults with job skills which cannot be utilized in the local labor market.

10. A large majority of area adults interested in attendance/enrollment (79%) have done nothing to apply or inquire.

IMPLICATION

In conjunction with Point #4, these data seem to indicate that the "marketing" problem is not in generating a market (the inherent interest in getting more education is already there), but in motivating and making it easy for an interested person to take some positive and specific action to apply/seek counseling/enroll.

11. Among those prospective area students who have taken one or more actions to apply or enroll (9% of area adults), ACC is the strongest focus of interest (42%). In total, 65% of such prospective students are looking at schools/programs within Atlantic and Cape May Counties.

IMPLICATION

Whether because of superior local opportunities or because of relative geographic isolation or both, Atlantic and Cape May County adults are pretty much seeking out local educational opportunities. This also indicates that ACC probably does not face strong competition from institutions in Philadelphia, Central/Northern New Jersey and New York for available local students.

Specific Educational Needs and Preferences

12. The chart below presents in summary form and in descending order of interest the areas of curricular interest/need among residents of Atlantic and Cape May Counties who are 17 or older.

EDUCATIONAL INTEREST AREAS	% AREA RESIDENTS INTERESTED	TOP MENTIONS: SPECIFIC COURSES/PROGRAMS
Non-credit/avocational activities	77%	Recreational skills, crafts instruction, hobby skills
Job skills training	68%	Management/personnel skills, office skills, math/accounting skills
Courses to provide practical skills	64%	Personal finance, communication skills, maintenance
Career training programs	48%	Business and commerce
Educational/career counseling	48%	Career counseling/interest testing, job placement
College transfer program to obtain a bachelor's degree	35%	Liberal arts/humanities, liberal arts/social sciences, business management

Barriers and Problems Associated with Obtaining More Education

13. Lack of time (33%) and lack of money (28%) are perceived as the major factors inhibiting attendance/enrollment, followed by transportation/inconvenient location (24%), child care/day care (12%), and lack of energy/motivation/interest (12%). Only 2% of area adults say that people in general have no major barriers to enrollment.

IMPLICATION

While ACC cannot provide local citizens with either of the two precious commodities of time and money, the college could lower educational barriers by providing a wide range of classtimes and by offering a liberal range of alternative tuition payment plans. Similarly, the availability of free or low-cost day care and the use of a few satellite campuses would serve to reduce family conflict and accessiblity barriers. As for the problem of lack of energy/motivation/interest, perhaps the best action ACC could take would be to offer a series of mini-courses (perhaps one credit hour) to acclimate adults to study and class and to provide them with a pleasant, convenient, and supportive first adult educational experience, as a transition or entry to an academic program.

14. From a list of eleven potential problem factors or barriers to adults like themselves getting more education, a majority of respondents named eight as being "frequently" or "sometimes" a problem:

	% "FREQUENTLY" OR "SOMETIMES" A PROBLEM
Conflicting family responsibilities	68%
Cost of tuition and materials	68%
Inconvenience of class hours	61%
Desired courses not available	58%
Availability of child care	57%
Availability of transportation	56%
Not enough time to study	56%
Lack of career guidance	55%

Time, Place, and Financial Considerations

15. Part-time enrollment at evening classes is the preference of nearly half (48%) of area adults asked this question. Other choices in rank order: full time morning (11%); part time morning (10%); weekend (10%); part time afternoon (9%); full time evening (8%); full time afternoon (5%).

IMPLICATION

Offering many classes at night might have two advantages -- attracting more students and providing better utilization of existing facilities.

16. In general, prospective students seem to favor the more traditional instructional methods -- lectures and classes (40%); conferences and workshops (24%); and on-the-job training (23%).

IMPLICATION

These preferences may at least partially reflect a lack of knowledge/exposure/experience with alternative learning methods.

17. There is a real consensus among prospective area students that the Mays Landing ACC campus is the best location for courses.

18. Tuition cost (price sensitivity) appears to be an impediment or barrier for a significant proportion of Atlantic and Cape May residents who might otherwise attend/enroll. We define 82% of prospective students as "price sensitive" -- defined as an inability or unwillingness to pay more than $50 tuition per course. Generally, the price sensitivity of ACC area residents closely follows the patterns we have found in other areas as well.

IMPLICATION

Absolute musts for ACC should include: an active and well published program of financial aid counseling; a liberal range of alternative payment plans; efforts to have employers pay tuition on work-related courses; and many low-cost avocational and one-credit-hour mini-courses to help prospective students gain direct exposure to ACC and its programs.

These closed-end results serve to further confirm or validate those open-end results discussed under Point #13 above.

Attitudes and Experiences of Currently Enrolled Students

19. As stated earlier, 17% of ACC area adults interviewed are currently attending a college/school/program with a somewhat noticeable difference by county: 20% in Atlantic; 12% in Cape May.

IMPLICATION

There is probably an interaction affect here -- fewer persons from Cape May County attending school/college because the population in that county tends to be older.

20. Atlantic Community College (21% of those area adults enrolled) and Stockton State College (19%) predominate now in meeting the current educational needs of adults residing in Atlantic and Cape May Counties.

IMPLICATION

Spatial competition from other colleges is quite moderate as compared with other areas. The educational "market" is not truly "captive;" however, ACC is not in a situation where active differentiation/segmentation is required to compete with other institutions for available and interested adult students.

21. The "humanities," "science and mathematics," "social sciences," and "business management" are the four primary curricula or majors of those area residents currently enrolled in a post-secondary educational program.

22. "Avocational" (14%), "arts" (14%), and "English" (7%) classes are the predominant categories of non-degree courses being taken by area residents.

23. A large majority (77%) of area residents currently attending school are enrolled in a program leading to a specific certificate or degree.

24. Fully two-thirds (67%) of ACC area residents currently attending school are enrolled on a full time basis. The Atlantic County students tend to be more full time (71% vs. 57%); those from Cape May County tend to be somewhat more part time (43% vs. 29%).

25. Almost all students enrolled in degree or certificate programs (91%) plan to finish those programs.

26. Many current area students (47%) plan to continue on toward a higher degree. This type of goal seems higher among Cape May as opposed to Atlantic County residents (65% vs. 42%).

27. Personal fulfillment and/or self-improvement (41%) is the major reason cited for current enrollment, followed by: improve prospects/get a good job (22%); complete degree (21%); improve job skills/advance in job (17%).

28. Many employed students (41%) are <u>not</u> enrolled in courses related to their present jobs.

29. Convenient location (45%) is the single most important factor which influenced the choice of institution among currently enrolled area students. Next came: cost (16%); advised by friend/family members (15%); academic reputation of school (13%).

SUMMARY OF PROJECTIONS OF EDUCATIONAL NEEDS/PLANS/PREFERENCES OF ADULTS LIVING IN ATLANTIC AND CAPE MAY COUNTIES

Presented below are projections of the number of ACC area adults exhibiting a particular educational need/plan/preference. These numbers were generated by multiplying the percent of survey respondents on an item times a total adult (17 and older) population base in Atlantic and Cape May Counties of 267,363. That number was derived as follows at the direction of Mr. Walter McDaniel, Institutional Research Director at ACC:

County	# Primary Residential Telephones (March 1978)	Average Household Size	Total Population
Atlantic	80,714	3.14	253,442
Cape May	46,059	2.79	128,505
			Σ = 381,947

Seventy percent of the population can be estimated as being age 17 or older.

Projection Base = 267,363

These projections are in the nature of estimates and should only be considered applicable within an approximate range of ± 10%, depending upon the size of the applicable survey sample cells.

All projections are rounded off to the nearest one hundred persons.

Chapter III

- 45,500 ACC area residents 17 or older are currently attending a college/school/program; 221,900 are not.
- Among the 221,900 residents not enrolled, there are 112,300 who are very or somewhat interested in attendance/enrollment; 16,000 with limited interest; and 96,300 with no interest in seeking further education.
- 29,400 persons not currently enrolled are interested in courses in business and commerce.
- 64,200 prospective students are interested in attendance for reasons of personal fulfillment/development. Better pay/job/future is the reason for interest among 45,500 adults.
- 221,900 feel that formal schooling/training is equally or more important than practical job experience in "getting ahead" (obtaining a good job/being promoted/receiving better pay).
- 72,200 residents not currently attending feel that getting more education would be helpful or even required for their current or planned occupation.
- 17,500 area adults report having some type of job skill which is either being un- or under-utilized at the present time.
- Of the approximately 128,000 area adults who have some degree of interest in getting more education, 88,200 have done nothing (taken no specific actions) to apply/enroll.
- Among the approximately 40,000 prospective area students who have sought information or otherwise taken action, ACC is the school most often mentioned (projectable to 10,700 ACC area residents).

CAUTION: PLEASE NOTE THAT THESE POPULATION PROJECTIONS ARE BASED BROADLY ON SURVEY RESULTS AND ARE SUBJECT TO CONSIDERABLE VARIANCE.

Chapter IV

- 93,600 ACC area residents are interested in non-credit/avocational activities. 42,800 are interested in recreational activities.
- 82,900 area residents are interested in job skills training, with 21,400 having a specific interest in management/personnel skills.
- 77,500 area residents are interested in courses to provide practical skills with personal finance being the most frequently mentioned practical skill (26,700 residents).
- 58,800 area residents are interested in career training, with business and commerce being the most frequently mentioned curriculum (21,400 residents).
- 58,800 area residents say they are in need of educational and/or career counseling, with career counseling and interest testing being the most frequently mentioned type of counseling (26,700 residents).
- 42,800 area residents are interested in a college transfer program to obtain a bachelor's degree, with liberal arts/humanities the most frequently mentioned curriculum (8,000 residents).

Chapter V

- On an open-end response basis, these appear to be the barriers to obtaining more education among the following numbers of Atlantic and Cape May County residents:

BARRIER	NUMBER OF AREA RESIDENTS
Too busy/not enough time	88,200
Cost of courses/financial aid	74,900
Transportation/inconvenient class location	64,200
Child/day care	32,100
Lack of energy/motivation/interest	32,100
Too old/been away from school too long	18,715
Family responsibilities other than child care	16,000
Lack of self-confidence/direction/might not get in	10,700
Don't offer what I need/want	8,000
No need for more education	5,300
Lack of information	5,300
Inconvenient class schedule	5,300
NO MAJOR PROBLEMS/BARRIERS	5,300
Don't know/No answer	42,800

- On a closed-end basis (a checklist of eleven potential problems), these are the educational barriers mentioned by the following numbers of ACC area residents:

BARRIERS	NUMBER OF AREA RESIDENTS
Conflicting family responsibilities	181,800
Cost of tuition and materials	181,800
Inconvenience of class hours	163,100
Desired courses not available	155,100
Availability of child care	152,400
Availability of transportation	149,700
Not enough time to study	149,700
Lack of career guidance	147,000
Long waiting time for some career programs	128,300
Provision for the handicapped	123,000
Reputation of school	88,200

SUMMARY ANALYSIS OF EDUCATIONAL NEEDS BY FIVE BASIC EDUCATIONAL MARKET SEGMENTS AMONG ADULTS IN ATLANTIC AND CAPE MAY COUNTIES

A primary goal of this community educational needs assessment study has been to identify and describe distinct "educational market segments" existing among the 267,363 adults residing in the two counties. This is analogous to research programs conducted by consumer products companies in their efforts to identify consumer market segments made up of persons who are homogeneous in their product needs, experiences, and preferences (and who may or may not be homogeneous along socioeconomic criteria as well).

Described below, in summary form, are the most salient details learned about the five "educational market segments" uncovered among Atlantic/Cape May County adults interviewed for this study. There are no reasons to presume that the "educational market segments" would not be relatively stable over time. Please bear in mind that in some cases small numbers of survey respondents are projected up to the total base of county adults and that these projections may be subject to considerable variability.

SEGMENT 1 -- AREA ADULTS ATTENDING ACC

These are area residents with two very important perspectives -- they are already availing themselves of post-secondary educational programs and they are highly qualified to comment upon the opportunities afforded by Atlantic Community College.

A total of 27 of the 750 area adults surveyed fit into this segment, or 4% of the total sample. When projected to the toal base of all adults in the two counties this segment consists of 10,700 persons, closely matching ACC's actual current enrollment.

Segment 1 members have the following demographic characteristics:

- A bimodal age distribution with heavy concentrations in the 17 - 20 (48%) and 30 - 39 (26%) age groups. None in the retirement (65 or older) group.
- Heavily skewed toward females (63% female vs. only 37% male).
- Predominantly from Atlantic (85%) vs. Cape May (15%) County.
- Seventy-five percent are in their second year at ACC; 25% are ACC freshman.
- Four percent already have a college degree and 7% have done graduate work.
- Compared to all area adults interviewed, ACC students are lower in terms of full-time employment (44% vs. 50%), higher in part-time employment (30% vs. 11%), and nearly identical in not employed (26% vs. 27%).

- Among those who are employed, the predominant job categories are sales (30%), clerical (25%), and service workers (25%).
- Income distribution: less than $8,000 (4%); $8,000 - $11,999 (22%); $12,000 - $17,999 (15%); $18,000 or more (44%).
- Skewed slightly in the direction of moderate-to-large sized households (3 or more persons).

Segment 1 members have the following educational and attitudinal characteristics:

- Overall, a strong "pro education" orientation. Eighty-nine percent see formal college training as equally or more important than practical job experience.
- Four major reasons or motivations for attending ACC: to improve prospects for getting a good job (30%); to complete a degree (30%); for personal fulfillment/self improvement (26%); and to improve skills for or advance in a currently held job (22%).
- Influenced to attend ACC by location (70%) and cost (44%).
- Ninty-three percent are working toward a certificate or degree.
- Sixty percent are attending ACC on a full-time basis.
- Eighty-four percent plan to continue at ACC through completion of their degree or curricular program, and 62% of these plan to go on for a higher degree.
- Forty-one percent are taking courses related to their current job, 41% are taking courses not related to their job, and 19% are not employed.
- Beyond their current degree/program at ACC, large numbers are also interested in non-credit/avocational activities (100%), educational/career counseling (79%), and job skills training (64%).
- Preference for full-time morning (36%) and part-time evening (29%) attendance.
- A strong preference for the traditional lecture/classroom learning method (71%).

SEGMENT 2 -- AREA ADULTS ATTENDING OTHER COLLEGES/PROGRAMS

These area residents, like the first segment, are adults who are actively and currently fulfilling their individual educational goals. The represent a broader perspective, however, because of their enrollment/attendance at a wide range of institutions (two-year, four-year, graduate, professional, non-degree, vocational, etc.) in both ACC's area (Atlantic and Cape May Counties) and other areas as well.

Segment 2 is much larger in size. A total 101 persons surveyed fit this segment. This is projectable to a total of 34,800 adults residing in Atlantic and Cape May Counties, an indication that a substantial proportion of adults in your area (13%) are acting on the belief that they will benefit from a program of post-secondary education. This figure is 2% higher than obtained in a recent Philadelphia area educational survey.

Segment 2 members have the following demographic characteristics:

- Significantly skewed in the direction of young people (69% 29 or younger).
- Contains a slightly higher proportion of males (53% male, 47% female).
- Contains a higher proportion of Atlantic County residents (73% Atlantic County, 27% Cape May).
- The freshmen - to - upperclassman ratio in this segment is approximately 2:3. A large proportion (18%) already have a college degree.
- This segment in general is high in part-time employement (28%), low in full-time employment (30%), and high in not employed at all (40%).
- The predominant job categories among employed Segment 2 members are: professional/technical (23%); clerical (21%); and service workers (16%).
- Income distribution: less than $8,000 (8%); ($8,000 - $11,999 (15%); $12,000 - $17,999 (23%); $18,000 or more (30%).
- Skewed somewhat toward three and four-person households.

Segment 2 members have the following educational and attitudinal characteristics:

- Nearly a consensus (90%) that formal schooling/training is equally or more important than practical job experience.
- Twenty-five percent attending Stockton State College; 25% are still in high school; 5% are at Glassboro State College; 2% at Ocean County Community College; 2% at units of Rutgers; 1% at Burlington Community College; and 40% attending a variety of other schools/ programs.

- Segment 2 members are motivated to attend school for the same reasons as Segment 1 members: personal fulfillment/self improvement (44%); to improve job prospects/get a good job (30%); and to complete a degree (20%). A smaller number (16%) are enrolled to improve skills and advance more on a current job, although this segment contains many young people who are not yet employed.

- Somewhat different factors influenced the schools/programs that these adults attend: location (37%); advised by family member or friend (18%); academic reputation of school (15%); other reasons (28%). Cost (9%) was not an influential factor with this market segment.

- Among those Segment 2 members who are employed, the ratio of those taking job related vs. non-job related courses is 3:4.

- A smaller proportion than Segment 1 are working toward a certificate or degree (74% vs. 93%).

- Their majors: still in high school (19%); liberal arts science and mathematics (13%); liberal arts humanities (10%); liberal arts social sciences (10%); and business management (8%).

- Seventy-one percent have been attending school on a full-time basis.

- Ninty-three percent of those enrolled in a degree program plan to stay until they complete their degree at their current institution.

- Forty-three percent plan to go on to a higher degree.

- A significant number (50%) of these currently enrolled area adults are interested in one or more other educational experiences as well. This base indicated the following areas of interest in descending order: non-credit/avocational activities (83%); job skills (81%); courses to provide practical skills (72%); career training programs (60%); educational/career counseling (59%); college transfer program to obtain a bachelor's degree (45%).

- Those segment members interested in non-credit activities (83%) have these specific interests: recreational skills (52%); crafts instruction (38%); hobby skills (35%); performing arts (27%); and special events (19%).

- Those interested in job skills (81%) have these specific curricular preferences: management/personnel skills (30%); office skills (15%); math/accounting skills (3%); electronics (11%); and commercial/graphic arts (11%).

- Those desiring practical skills courses (72%) have these specific preferences: personal finance (40%); communication skills (31%); maintenance (31%); home skills (21%); and child rearing/family relations (7%).

- Those interested in a career training program (60%) have these specific program interests: business and commerce (34%); sciences (14%); data processing (11%); electronics (11%); mechanical/ engineering (11%); the natural sciences (11%); applied health technologies (9%); automotive training (6%); and public safety services (6%).

- Those interested or in need of educational/career counseling (59%) have these specific counseling needs: career counseling/interest testing (53%); job placement (38%); financial aid (32%); "how to find a job" seminars (12%) and remedial education (9%).

- Those Segment 2 members interested in college transfer program to obtain a bachelor's degree (45%) have these specific curricular preferences: liberal arts humanities (19%); liberal arts science and mathematics (15%); liberal arts social sciences (12%); busines management (8%); nursing (8%).

- Segment 2 members have the following class time preferences: part-time evening (34%); full-time morning (16%); full-time afternoon (16%); weekend (12%); and part-time afternoon (10%).

- They are the least tuition cost sensitive segment -- 16% could confortably afford $200 per course and a total of 44% could afford $50 or more.

- Preferred learning methods: lectures/classroom (43%); short conferences and workshops (24%); on the job training (22%); and discussion/informal study groups (10%).

- Segment 2 members perceive the same rank order of education impediments or barriers as do those persons in Segment 1: too busy/not enough time (35%); cost (34%); transportation (26%); and child care (10%).

SEGMENT 3 -- AREA ADULTS NOT CURRENTLY ATTENDING CLASS OR COLLEGE BUT WITH AN ACTIVE INTEREST IN DOING SO

In many fundamental ways, this segment constitutes ACC's "primary market target" -- persons who are strongly motivated to get more education and who have active plans to pursue some specific program or course.

In terms of size this segment is larger than either of the first two -- a total of 313 or 42% of all area adults interviewed. This is projectable to 112,300 of the adults residing in Atlantic and Cape May Counties.

Segment 3 members have the following demographic characteristics:

- Predominantly young adults in terms of age (31% between 21 - 29 and 24% between 30 - 39), but contains significant proportions of pre-retirees 50 - 64 (16%), and retirees 65 or older (8%) as well.
- Fairly even distribution on sex -- 54% female and 46% male.
- Sixty-eight percent from Atlantic County and 32% from Cape May County.
- Many (44%) already have some college experience and 27% already have a college degree. Most of those with no college experience have completed high school.
- Larger proportions employed than among all area adults in general -- 63% work full-time, 7% work part-time, and 24% are not employed.
- Employed primarily in professional/technical (23%) are clerical (20%) positions.
- Income distribution: less than $8,000 (15%); $8,000 - $11,999 (15%); $12,000 - $17,999 (23%); $18,000 or more (37%).
- Skewed slightly more toward four and five-person households than the overall population interviewed.

Segment 3 members have the following educational and attitudinal characteristics:

- A strongly "proeducation" group -- 85% see formal schooling as equally or more important than practical job experience.
- Their primary reasons for seeking more education are to meet personal needs/interests first (57%) followed by toward a better future/better job/better pay (42%).
- The vast majority (79%) of these interested and motivated potential students have thus far taken no specific actions to enroll. A small minority (9%) have been getting information but have not yet been accepted.

- Lack of time (42%) and cost (33%) are seen by this segment as the biggest barriers to enrollment. Transportation (28%) and child care (16%) are secondary barriers to this segment.

- Segment 3 members in Atlantic and Cape May Counties have the following kinds of educational interests, shown in descending order: non-credit/avocational activities (74%); job skills training (68%); courses to provide practical skills (62%); educational/career counseling (50%); career training program (48%); and college transfer programs to obtain a bachelor's degree (36%).

- Those interested in non-credit (74%) activities have these specific preferences: recreational skills (42%); hobby skills (42%); crafts instruction (38%); performing arts (24%); special events (23%).

- Those interested in job skills training (68%) have these specific curricular preferences: management/personnel skills (24%); office skills (22%); math/accounting skills (22%); and building trades/skills (15%).

- Those interested in practical skills (62%) have these specific curricular preferences: personal finance (38%); communication skills (30%); maintenance (26%); home skills (20%); child rearing/family relations (20%).

- Those interested in educational/career counseling (50%) have these specific needs: career couseling and interest testing (42%); job placement (38%); financial aid (13%); "how to find a job" seminars (10%); remedial education (6%).

- Those interested in career training programs (48%) have these specific preferences: business and commerce (33%); apprenticeship arts and sciences (16%); applied health technolaogies (13%); data processing (12%); mechanical/engineering (9%); and public safety services (8%).

- Those interested in a college transfer program to obtain a bachlor's degree (36%) have these specific curricular preferences: liberal arts humanities (20%); business management (17%); and liberal arts social sciences (15%). Many (22%) have an interest in a bachelor's degree, but can name no specific curriculum or major field.

- Preferences for class times: part-time evening (52%); full-time morning (10%); part-time morning (10%); and weekend (10%).

- Segment 3 members are price sensitive: only 31% would consider $50 or more as a reasonable/affordable tuition per course.

- Preferences for learning methods: lectures/classrooms (38%); on-the-job training (27%); short conferences and workshops (23%).

- Location preferences: Mays Landing campus (42%); local high school/vo-tech schools (24%).

SEGMENT 4 -- AREA ADULTS NOT ATTENDING/ENROLLED AND WITH A LIMITED LIKIHOOD/ INTEREST IN DOING SO

This segment is the next to smallest in size -- a total of 42 of our 750 area respondents. This translates into only 6% of adults, which projects up to a total of 16,000 persons residing in Atlantic and Cape May Counties.

These people consitute a "secondary market target" for ACC -- they are people with a limited probability of attending unless the college can meet a number of their preferences -- course type, class time, location, cost. Their educational interests are less firm or active than those residents in Segment 3.

Segment 4 members have the following demographic characteristics:

- A large proportion (54%) are in the 21 - 39 young adult age group.
- Exactly 50%/50% male and female.
- This segment contains a higher proportion of high school graduates with no college experience (48%) than any of the other four market segments.
- Sixty percent from Atlantic County; 40% Cape May.
- A high rate of employment: 60% in full-time positions; 7% in part-time jobs.
- Employment characteristics: clerical (21%); craftsmen (21%); professional/technical (18%); service workers (11%).
- Income distribution: less than $8,000 (10%); $8,000 - $11,999 (10%); $12,000 - $17,999 (29%); $18,000 or more (33%).
- Household size: pretty close to the norm for all area adults interviewed. Many persons from two-person (31%) and four-person (24%) households.

Segment 4 members have the following educational and attitudinal characteristics:

- Even though they have only a limited interest in getting more education, they exhibit a strong "pro-education" orientation -- 83% feel that formal schooling is equally or more important than practical job experience.
- Members of this segment would seek information from the following sources about college and educational programs: make a personal visit to campus (74%); send away for college catalogs (69%); ask friends/neighbors/relatives (62%); go to a college admissions office (57%); go to a public school guidance counselor (33%); ask employer (24%); and ask someone at an employment office (12%).

- A potentially important factor in Segment 4 vs. Segment 3 membership: 74% of Segment 4 members feel that further education would not be important to their present or planned occupation. Only 35% of Segment 3 members feel this way.

- Seventy-four percent of Segment 4 members report having no skills that are not being utilized in their current position.

- Only 36% of Segment 4 members seem to have any specific educational interests. Among the minority who do, these are their specific areas of interest: non-credit/avocational activities (73%); courses to provide practical skills (73%); job skills training (53%); career training programs (47%); educational/career counseling (33%); and college transfer programs to obtain a bachelor's degree (27%). Inasmuch as the bases of respondents here are so small, we will not summarize respondents' specific curricular preferences. Please check the detailed computer tables in an accompanying document.

- Preferred class time: part-time evening mentioned by 47% of Segment 4 members asked this question.

- Preferred learning method: traditional lectures/classroom mentioned by 47% of those asked this question.

- Only 10% of Segment 4 members have ever taken a course at ACC.

- Factors discouraging enrollment/attendance among Segment 4 members: cost (38%); too busy/not enough time (33%); transportation/location (29%); child/day care (17%); and lack of energy/motivation/interest (17%).

SEGMENT 5 -- AREA ADULTS NOT ATTENDING AND NOT INTERESTED

This segment consists of area adults who are not currently enrolled and who forsee no circumstances in which they would seek more education. As such they would represent an extremely "hard sell" segment to ACC and probably are not worth much special effort from a strict cost/benefit standpoint.

This was the second largest market segment in our sample -- 267 out of 750 persons (36%). This is projectable to a total base of 96,300 adults residing in Atlantic and Cape May Counties.

Segment 5 members have the following demographic characteristics:

- Heavily skewed in the direction of older persons (28% are 50 - 64; another 30% are 65 or older).
- Fifty-five percent male and 45% female.
- Higher than other segments in proportion of Cape May County residents -- 54% Atlantic; 46% Cape May (a reflection of the fact that the population in that County is older overall).
- Somewhat lower educational levels than the other segments (30% have not graduated from high school; only 26% with any college experience).
- A high proportion of retired persons (23%). Among others, 42% work full-time, 9% work part-time, and 27% are not employed.
- Predominant job categories: craftsmen (23%); professional/technical (16%); managers/administrators (16%); service workers (15%); clerical (13%).
- Income distribution: less than $8,000 (21%); $8,000 - $11,999 (15%); $12,000 - $17,999 (18%); $18,000 or more (27%).
- Skewed slightly in the direction of small (one and two-person) households.

Segment 5 members have the following educational and attitudinal characteristics:

- Compared with the other market segments, members of Segment 5 tend to be either "pro education" (36%) or "pro job experience (18%). Another 42% feel that both forms of learning are important.
- A small proportion (12%) of this segment does have some residual potential educational interest. The specific kinds of courses mentioned by this small minority are: non-credit/avocational activities (72%); job skills training (52%); courses to provide practical skills (53%); career training programs (31%); educational/career counseling (9%); and college transfer programs to obtain a bachelor's degree (3%).

- Fifty-nine percent say that tuition costs would be a problem for them if they hypothetically enrolled.

- Hypothetical preferred learning methods (asked only of a small base of Segment 5 members): short conferences/workshops (38%); lectures/classroom (31%).

- Hypothetical preferred class time (reduced base): part-time evening (53%).

- Only 4% of Segment 5 members have ever taken a course at ACC.

- Too busy/not enough time (22%), cost (20%), and transportation (19%) are viewed by this Segment as the primary barriers to enrollment. Also cited are: too old/been away from school too long (12%); and lack of energy/motivation/interest (12%).

III.

CAREER AND EDUCATIONAL ASPIRATIONS OF AREA ADULTS

- Present Educational Levels and Employment
- Principal Course/Program/Degree Interests
- Reasons/Motivating Factors for Interest
- General Orientation For/Against Formal Education and Practical Job Experience
- Importance of Education to Present or Planned Occupation
- Skills Already Possessed But Not Used
- Actions (if any) Already Taken Toward Enrollment
- Sources of Information on Educational Programs

ATLANTIC AND CAPE MAY COUNTY RESIDENTS ARE ALREADY BETTER EDUCATED THAN THE NATION AS A WHOLE.

A substantial minority of ACC area residents 17 or older (39%) either have graduated from college or have had some college experience -- as compared with only 25% nationally. Similarly, only 23% of ACC area adults have not graduated from high school -- as compared with 39% nationally. Current educational attainment is narrowly higher in Atlantic County, although please recall that sampling tolerances or error can cause fluctuations in these survey numbers.

Current Educational Attainment

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(750)	(479)	(271)
Less than high school	23%	23%	21%
High school graduate	37	35	41
Some college	17	19	15
College graduate+	22	21	22

HALF OF ALL AREA RESIDENTS 17 OR OLDER ARE EMPLOYED IN FULL TIME POSITIONS.

A higher proportion of retired (or disabled) persons live in Cape May as opposed to Atlantic County. This is consistent with the higher ages found among the residents of Cape May County (see Chapter VIII).

Current Employment Status

	TOTAL	County of Residence ATLANTIC	CAPE MAY
Base:	(750)	(479)	(271)
Employed full time	50%	53%	46%
Employed part time	11	11	10
Not employed	27	28	26
Retired or disabled	11	8	18

THERE IS A HIGHER PROPORTION OF PROFESSIONAL/TECHNICAL/SKILLED EMPLOYEES IN ATLANTIC AND CAPE MAY COUNTIES THAN IN MANY OTHER AREAS OF THE COUNTRY.

Semi-skilled and unskilled employees (operative 5%; laborer 3%) make up less than 10% of the ACC area labor force.

Occupations of Respondents Who Are Employed

"Could you please tell me what kind of work you do?" (Q. 49)

		County of Residence		Attending		Not Attending		
	TOTAL	ATLANTIC	CAPE MAY	AC2	ELSE-WHERE	INTER-ESTED	LIMITED INTEREST	NOT IN-TERESTED
Base:	(460)	(308)	(152)	(20)	(56)	(220)	(28)	(134)
Professional/ Technical	21%	21%	20%	15%	23%	23%	18%	16%
Clerical	18	20	14	25	21	20	21	13
Craftsman	16	13	22	--	14	13	21	23
Service worker	14	15	13	25	16	13	11	15
Manager/Administrator	12	11	14	--	4	14	7	16
Sales	10	11	9	30	14	9	4	10
Operative	5	6	3	5	5	5	7	9
Laborer	3	2	5	--	2	4	7	2

ABOUT A FIFTH OF ADULTS ARE CURRENTLY ATTENDING SOME KIND OF EDUCATIONAL PROGRAM.

The table below shows current enrollment in programs of any educational level or relevance. A fifth of Atlantic County residents are now attending some kind of educational program compared to 12% of Cape May residents.

Subgroup differences:

- Thirty-seven percent of those with some college are now enrolled in at least one course, more than twice the proportion of other groups. Included are those who are currently attending college.
- As might be expected, more than half of 17-20 year-olds are in school now, with percentages decreasing by age. One in five (19%) of those 21-29 are taking courses as are 17% of those 30-39. Less than 10% of people 40 or older are currently enrolled.

Current Attendance at Educational or General Interest Programs

"Do you currently attend any educational or general interest programs?" (Q. 2)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(750)	(479)	(271)
Yes	17%	20%	12%
No	83	80	88

PERSONAL FULFILLMENT IS THE MAJOR REASON ADULTS WOULD CONSIDER TAKING COURSES, BUT THEY WOULD ALSO LIKE TO IMPROVE THEIR JOB PROSPECTS.

More than half of adults (57%) cite personal needs and interests as a motivation for enrolling and four in ten (42%) express some form of orientation toward bettering their prospects.

Subgroup differences:

- A significantly smaller proportion of those who have some college (48%) than those with less than high school completion (60%) or college graduates (64%) are interested in courses purely for personal pleasure.

Reasons for Interest in Types of Courses

"What are the major reasons for your interest?" (Q. 5)

(Asked of those who do not currently attend any programs but are "very" or "somewhat" interested in taking courses.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(313)	(214)	(99)
Orientation toward meeting personal needs/interests	57%	57%	55%
Orientation toward the future/better job/better pay	42	42	42
Help me enter the job market	7	8	5
For the activity of it/to get out of the house	4	4	5
To get a degree/meet degree requirements	2	1	4
Other	2	1	3
Don't know/No answer	3	3	4

(Open-end question/Multiple responses)

ADULTS WHO ARE NOT CURRENTLY ENROLLED EXPRESS GREATEST INTEREST IN COURSES IN BUSINESS AND COMMERCE.

Adults who are not taking courses now but say they are "very" or "somewhat" interested are most interested in business or commerce (26%). No other field of study is as popular. Twelve percent would like courses in communications or the arts and a similar proportion would like non-credit courses for enjoyment. Vocational training (11%) and psychology/social sciences (10%) are named by about 10% of interested adults.

Subgroup differences:

- People over 65 years of age are least likely to be interested in business courses (8%) but most likely to want non-credit courses for pleasure (26%).

Courses or Programs of Interest

"What types of courses or educational programs would you be most interested in pursuing, not necessarily at Atlantic Community College, but anywhere?" (Q. 4)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(313)	(214)	(99)
Business/Commerce	26%	27%	24%
Communications or the arts	12	13	9
Non-credit/For enjoyment	12	11	12
Vocational	11	10	13
Psychology/Social science	10	11	9
English	6	8	2
Foreign languages	5	5	5
Biology/Health sciences	5	4	6
Pre-professional	4	3	5
Education	4	4	4
Mathematics	3	2	5
Computer science	3	4	1
Technical	2	1	3
Liberal arts/Academic	1	1	1
Engineering	1	2	--
History	1	1	--
Physical science	1	--	4
Para-professional	1	1	2
Master's degree	1	1	--
Bachelor's degree	*	*	--
Other	9	9	10
No answer	7	7	5

(Open-end question/Multiple responses)

*Less than .5%.

HALF OF ATLANTIC COUNTY AND CAPE MAY COUNTY ADULTS FEEL THAT FORMAL EDUCATION AND PRACTICAL JOB EXPERIENCE ARE EQUALLY IMPORTANT.

About half of all adults residing in Atlantic County (51%) and Cape May County (52%) believe that formal education and practical job experience are equally important to "getting ahead." A third (31%) of adults in these counties feel that formal schooling is more important, and a significantly smaller minority (15%) see job experience as the key. In sum, adult residents of Atlantic and Cape May Counties seem favorably disposed toward formal education.

Subgroup differences:

- Sixty percent of adults who express interest but are not currently enrolled in courses believe practical experience and formal training are equally important. About four in ten with limited or no interest agree. Paradoxically, they are more likely to believe in the importance of formal schooling or training.

- A corollary to that finding, and of equal interest, is that about six in ten of those with at least some college experience consider practical experience of equal importance with schooling, whereas only 34% of those with less than a high school education agree. The least educated group is the most likely to believe that formal schooling is the key to "getting ahead" (43% compared to about three in ten of other educational groups).

- Perception of formal schooling as "important" is cyclical; those of about college age (17-20) and older adults (65 or over) think education is most important, while those 21-64 years old are more likely to view practical and educational experience as equally important.

- Finally, where household income is under $12,000, adults are more likely to value formal schooling (about four in ten). More than six in ten (65%) of adults in households in the $12,000 - $17,999 income range believe that both job experience and formal training are necessary.

Formal Education Versus Practical Experience Orientation

"There's a lot of debate today on whether either going to school or practical job experience is most important to getting ahead -- that is, to getting a good job, being promoted, and receiving better pay. Which of the following statements best describes your own feelings on this issue?" (Q. 44)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(750)	(479)	(271)
Formal education most important	31%	33%	30%
Formal education and practical job experience equally important	52	51	52
Practical job experience most important	15	14	16
Don't know/No answer	2	2	2

MANY ADULTS NOT PRESENTLY ATTENDING COLLEGE THINK THAT FURTHER EDUCATION WOULD HELP THEIR CAREERS.

The majority (59%) of those who do not presently take courses do believe that further education would improve their job prospects. (This excludes those who are "not at all interested" in taking courses and were not asked the question.)

Significant differences:

- Those who are "somewhat" or "very" interested in taking courses are more convinced that courses would help them in their occupations to at least some degree (64%) than are those who say they are "not very interested" (22%).
- Age is a factor in perception of how useful further education would be vocationally. Adults over age 40 are less likely to perceive occupational benefit from further education than are younger people.

Perceived Benefit of Further Education To Job Among Respondents Not Currently Enrolled

"Would further education be important for your present or planned occupation?" (Q. 9)

(Asked of those who do not currently attend any programs but are "very," "somewhat," or "not very" interested in taking courses.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(355)	(239)	(116)
No, not important	39%	39%	41%
Some importance	17	17	16
Very helpful	35	34	36
Required	7	8	4
Don't know	3	2	3

OFFICE SKILLS ARE THE ONLY TYPE OF SKILL REPORTEDLY UN- OR UNDER-UTILIZED AMONG SOME AREA RESIDENTS. A SOLID MAJORITY (63%) REPORT HAVING NO JOB SKILLS THAT ARE NOT UTILIZED IN THEIR PRESENT JOB/POSITION.

Skills Not Being Used in Present Position

"Do you possess any skills that you feel are not being used in your present position?" (Q. 10)

(Asked of those who are "not very interested" in taking courses or haven't taken action to enroll.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(355)	(239)	(116)
Office skills	12%	13%	10%
Management/Personnel	5	4	6
Building trade skills	4	4	4
Commercial/graphic art	3	4	2
Math/accounting	3	4	3
Electronics	2	3	--
Sales skills	2	3	2
Lab/science skills	2	2	2
Landscape maintenance	1	1	1
Other	11	10	13
None	63	62	65
No answer	1	1	--

(Multiple responses)

A LARGE MAJORITY OF AREA ADULTS INTERESTED IN ATTENDANCE/ENROLLMENT (79%) HAVE DONE NOTHING TO APPLY OR INQUIRE.

Only 9% have been gathering information on various schools and even smaller amounts have been accepted but not yet started (4%) and applied but not yet been accepted (3%).

Actions Taken To Enroll

"What, if any, action have you taken to enroll in an educational program?" (Q. 6)

(Asked of those who do not currently attend any programs but are "very" or "somewhat" interested in taking courses.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(313)	(214)	(99)
Am getting information from schools, but not yet applied	9%	9%	10%
Have been accepted, but not started yet	4	5	3
Have applied, but not yet accepted	3	2	4
Other	4	4	5
Haven't taken specific action yet	79	80	77
No answer	*	--	1

*Less than .5%.

AMONG THOSE PROSPECTIVE STUDENTS WHO HAVE TAKEN ONE OR MORE ACTIONS TO APPLY OR ENROLL (9% OF AREA ADULTS), ATLANTIC COMMUNITY COLLEGE IS THE STRONGEST FOCUS OF INTEREST. NEARLY TWO-THIRDS (65%) ARE LOOKING WITHIN THE TWO LOCAL COUNTIES.

A substantial minority of active prospective students (42%) name ACC as their school of choice. Another 23% name other colleges/schools in Atlantic and Cape May Counties. Only 22% are looking at schools/programs outside the local area in other areas of New Jersey, and only 15% are looking at schools/programs outside the state.

Schools Potential Students Are Interested In

"What school would that be?" (Q. 7)

(Asked of those not currently enrolled who have taken some action to enroll in an educational program.)

	TOTAL	County of Residence ATLANTIC	CAPE MAY
Base:	(65)	(43)	(22)
Atlantic Community College	42%	44%	36%
Other schools in county	23	19	32
Other schools in state	22	16	32
All schools outside of New Jersey	15	14	18
Other (location unknown)	9	14	--
Don't know/No answer	3	2	5

(Open-end question/Multiple responses)

MAKING PERSONAL CAMPUS VISITS, SENDING AWAY FOR COLLEGE CATALOGS, AND/OR VISITING A COLLEGE ADMISSIONS COUNSELOR ARE THE THREE ACTIONS THAT ADULTS WHO HAVE NOT YET TAKEN ANY SPECIFIC ACTION WOULD TAKE.

Discussions with friends/neighbors/relatives (57%), employers (40%), school guidance counselors (31%), and persons at employment offices (26%) would be secondary sources of information on educational programs.

Preferred Sources of Information on Educational Programs

"If you were seeking information on educational programs, would you ..." (Q. 8)

(Asked of those who are "not very interested" in taking courses or haven't taken action to enroll.)

	TOTAL	County of Residence ATLANTIC	CAPE MAY
Base:	(355)	(239)	(116)
Make a personal visit to a college	82%	84%	78%
Send away for college catalogs	75%	74%	76%
Go to a college admissions counselor	73%	74%	71%
Ask friends, neighbors, and relatives for information	57%	54%	65%
Ask your employer	40%	43%	34%
Go to a public school counselor for guidance	31%	33%	28%
Ask someone at an employment office	26%	27%	23%

(Only "Yes" responses are shown)

IV.

SPECIFIC EDUCATIONAL NEEDS AND PREFERENCES

- Informal Non-Credit/Avocational Activities
- Job Skills Training
- Courses To Provide Practical Skills
- Career Training Programs
- Educational and Career Counseling
- College Transfer Programs

Summary of Educational Interests

A series of questions explored adults' interests in various types of educational courses or programs. First, respondents were asked whether they have interest now, or are likely to have in the future, in any types of programs. Almost half (46%) express such interest. Residents of Atlantic County are more likely to answer in the affirmative (50%) than are residents of Cape May (38%).

The questions that followed were an attempt to pinpoint the kinds of programs that will best suit the needs of these prospective students. The table opposite shows their overall interests. Non-credit activities are considered desirable by almost eight in ten (77%) prospects. Job-skills training (68%) and practical skills (64%) are also of interest to majorities of these potential students. About half (48%) say they would like career training and/or educational or career counseling. Thirty-five percent would be interested in a college transfer program.

In the following pages, we will look at the specific aspects of the various types of programs that these adults consider most desirable.

Summary of Educational Interests (Qs. 21-33)

	TOTAL	County of Residence ATLANTIC	CAPE MAY
Base:	(345)	(241)	(104)
Interested in non-credit activities (Q. 29)	77%	78%	74%
Interested in job-skills training (Q. 27)	68%	69%	65%
Interested in courses to provide practical skills (Q. 33)	64%	64%	63%
Interested in career training program (Q. 24)	48%	52%	38%
Interested in educational and/or career counseling (Q. 31)	48%	51%	40%
Interested in college transfer program to obtain bachelor's degree (Q. 22)	35%	34%	38%

(Only "Yes" responses are shown)

A THIRD OF THOSE WITH INTEREST IN EDUCATIONAL PROGRAMS WOULD WANT A COLLEGE TRANSFER PROGRAM LEADING TO A BACHELOR'S DEGREE.

Residents of Atlantic and Cape May Counties are similar in their interest in a college transfer program (34% and 38%).

Subgroup differences:

- Of students currently enrolled, Atlantic Community College students are more likely than other students to want a college transfer program (57% versus 45%).
- Those with some college are most interested in a transfer program leading to a bachelor's degree (56%). A third of high school graduates (32%) have this interest compared to half (51%) of those with less than high school educations.
- Interest in a college transfer program drops steadily as age increases, from 44% of 17-20 year-olds to 26% of 50-64 year-olds. However, 38% of those 65 or over express interest in a program leading to a bachelor's degree.

Interest in College Transfer Program To Obtain Bachelor's Degree

"Would you be interested in a college transfer program to obtain a bachelor's degree?" (Q. 22)

(Asked of those interested in educational programs.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(345)	(241)	(104)
Yes	35%	34%	38%
No	65	66	63

THE CAREER TRAINING PROGRAM THAT ATTRACTS THE GREATEST POSITIVE RESPONSE IS BUSINESS AND COMMERCE.

Adults who have interest in career training programs or courses select the field of business and commerce (34%) over other fields named by better than two-to-one.

Subgroup differences:

- College graduates (59%) are about twice as likely as other educational groups to be interested in business and commerce.
- Sixteen percent of women would want to study applied health technologies; only 4% of men express this interest.
- Almost seven in ten (67%) adults aged 50-64 say they would be interested in business and commerce, about twice the proportion of those younger expressing this interest.

Interest in Specific Career Training Programs

"Which of the following areas would be of greatest interest to you?" (Q. 25)

(Asked of those interested in a career training program -- 48% of potential students.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(166)	(126)	(40)
Business and commerce	34%	34%	35%
Apprenticeship arts and sciences	14	12	23
Data processing	11	13	3
Applied health technologies	11	12	8
Mechanical/engineering	10	9	13
Public safety services	8	10	--
Electronics	7	6	8
Natural sciences	7	6	10
Automotive training	3	3	3
Other areas	7	9	3
No answer	3	3	3

(Multiple responses)

INTEREST IN TRAINING IN SPECIFIC JOB SKILLS IS MODERATE.

Of those adults who indicate some interest in job skills training, a fourth say training in management and personnel skills would suit them best. General office skills are of interest to a fifth, and math and accounting are seen as useful by 18%.

Subgroup differences:

- Atlantic County residents express somewhat greater interest in management/personnel skills (28%) than do Cape May residents (16%).
- Women (31%) more than men (8%) have interest in general office skills.
- Men show more interest in building trades skills than women do (23% versus 2%).

Interest in Specific Job-Skills Training Areas

"In the job skills area, some people seek to further develop themselves by taking courses in such things as office/bookkeeping skills, graphics skills, mathematics skills, etc. What type of program would best suit your need for job skills?" (Q. 28)

(Asked of those interest in job skills training -- 68% of potential students.)

	TOTAL	County of Residence ATLANTIC	CAPE MAY
Base:	(234)	(166)	(68)
Management/Personnel skills	25%	28%	16%
Office skills	20	19	22
Math/Accounting skills	18	19	16
Building trades/skills	12	11	15
Electronics	8	8	7
Lab/Science skills	8	8	6
Commercial and graphic arts	7	7	9
Sales skills	6	5	6
Agriculture	3	4	3
Other programs	14	14	13
No answer	2	2	1

(Multiple responses)

HANDS-ON ACTIVITIES THAT GIVE PERSONAL PLEASURE ARE ATTRACTIVE TO ADULTS WITH INTEREST IN NON-CREDIT COURSES.

About four in ten of these adults would enjoy instruction in recreational skills such as golf or tennis (45%), crafts such as pottery or weaving (39%), or hobbies like photography or woodworking (38%). One in five think they would get pleasure from performing arts (23%) or special events (19%).

Subgroup differences:

- Cape May residents are slightly more inclined than Atlantic County residents to favor recreational skills -- 51% to 43%.
- Students at schools other than Atlantic County Community College have greater interest in hobby skills (35% versus 14% of ACC students).
- Men prefer hobby skill training, 47% to 32% of women.
- Recreational skills training is also more likely to attract men (56%) than women (38%). Women prefer crafts instruction, 56% to 15% of men.
- People aged 40 and over are more interested than those younger in hobby skills and crafts.

Interest in Specific Non-Credit Courses

"In what types of informal activities would you be interested?" (Q. 30)

(Asked of those interested in non-credit courses -- 77% of potential students.)

	TOTAL	County of Residence ATLANTIC	CAPE MAY
Base:	(264)	(187)	(77)
Recreational skills (golf, tennis, physical conditioning)	45%	43%	51%
Crafts instruction (pottery, sewing and weaving, painting)	39	39	42
Hobby skills (photography, woodworking)	38	37	42
Performing arts (plays, musical performance, exhibits)	23	25	18
Special events (lectures, speeches, discussion groups)	19	19	19
Other activities	4	3	8
No answer	1	1	--

(Multiple responses)

THE MOST ATTRACTIVE TYPE OF GUIDANCE TO POTENTIAL STUDENTS IS CAREER COUNSELING AND INTEREST TESTING.

Of those potential students who would like some form of guidance, the largest proportion (44%) indicate their preference for career counseling and/or interest testing. A slightly smaller percentage (36%) would find job placement services helpful. Financial aid is named by about one in five (18%).

Subgroup differences:

- Those with at least some college are more interested in career counseling and testing than are thosewith high school or less education (approximately 65% versus 35%).

Interest in Specific Types of Educational and Career Counseling

"Would that be career counseling in general, financial aid, job placement, seminars on how to find a job, or remedial education?" (Q. 32)

(Asked of those interested in counseling -- 48% of potential students.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(165)	(123)	(42)
Career counseling/interest testing	44%	42%	48%
Job placement	36	37	36
Financial aid	18	18	19
How to find job seminars	12	12	10
Remedial education	7	8	5
Other counseling	1	1	2
No answer	1	2	--

(Multiple responses)

AMONG PRACTICAL SKILLS, PERSONAL FINANCE DRAWS THE MOST INTEREST.

About a third (35%) of those interested in practical skills think they would like to learn how to handle their insurance, tax, and investment matters more knowledgeably. Three in ten (29%) think they would benefit from instruction in communication skills and a similar proportion would like to learn maintenance skills.

Subgroup differences:

- Women more than men are interested in communication skills (38% versus 18%), home skills (31% versus 11%), child rearing/family relations (23% versus 8%).
- Men more than women want to study maintenance (42% versus 17%).
- Over half (53%) of those from households with incomes under $8,000 express interest in communication skills compared to about a fourth of other income groups.

Interest in Specific Practical Skills

"In what types of practical skills are you interested?" (Q. 34)

(Asked of those interested in practical skills -- 64% of potential students.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(220)	(154)	(66)
Personal finance (insurance, tax, investments)	35%	36%	33%
Communication skills (reading, writing, computation)	29	31	23
Maintenance (car, home, appliances)	29	28	30
Home skills (budget, cooking, consumer effectiveness)	22	21	24
Child rearing/family relations	16	16	15
Building trade skills	3	3	3
Other practical skills	7	7	8
No answer	1	1	2

(Multiple responses)

V.

BARRIERS AND PROBLEMS ASSOCIATED WITH OBTAINING MORE EDUCATION

- Prevalence of Eleven Potential Problems
- Impediments to Enrollment Among Adults in the ACC Catchment Area

LACK OF TIME AND MONEY ARE PERCEIVED AS THE MAJOR FACTORS INHIBITING ENROLLMENT.

Respondents were asked what they considered the major barriers to school attendance among the general public. The factor most frequently mentioned is lack of time (33% of adults). Nearly similar proportions mention lack of money (28%) and inconvenient location of classes (24%) as problems.

Subgroup differences:

- Note that Cape May residents are less likely to cite lack of time than are Atlantic County residents (26% versus 38%). They also do not perceive cost as a problem to the same extent that Atlantic County adults do (21% versus 32%). They are more likely to name inconvenience as an inhibiting factor (30% of Cape May adults versus 21% of Atlantic County residents).

- Those who have some interest are more likely to cite inconvenient location (about three in ten) than are those with no interest (19%). They are also more likely to cite cost as a barrier.

- People 50 years old or older perceive inconvenience as an inhibiting factor -- about three in ten compared to about two in ten of younger adults.

Major Reasons Perceived As Inhibiting Enrollment

"Atlantic Community College wants to make its courses and programs available to the largest number of people. But some people encounter difficulties or barriers to attending school. Among the adults you know, what are some of the major reasons preventing them from enrolling in a class?" (Q. 43)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(750)	(479)	(271)
Too busy/Not enough time	33%	38%	26%
Cost of courses/Financial aid	28	32	21
Transportation/Inconvenient location of classes	24	21	30
Child care/Need for day care centers	12	13	11
Lack of energy/Lack of motivation/ interest	12	13	9
Too old/Been away from school too long	7	5	10
Family responsibilities other than child care	6	6	7
Lack of self-confidence/Direction/ Might not get in	4	4	3
Don't offer what I need/want	3	3	4
NO MAJOR PROBLEMS	2	2	2
No need for more education	2	3	1
Lack of information	2	2	2
Inconvenient class schedule	2	3	1
Don't know/No answer	16	14	18

(Top mentions/Multiple responses)

FROM A LIST OF ELEVEN POTENTIAL PROBLEM FACTORS OR BARRIERS TO ADULTS LIKE THEMSELVES GETTING MORE EDUCATION, A MAJORITY OF RESPONDENTS NAMED EIGHT AS BEING "FREQUENTLY" OR "SOMETIMES" A PROBLEM.

Conflicting family responsibilities (68%) and cost of tuition and materials (68%) were named most frequently, followed closely by inconvenient class hours (61%).

While some problem factors such as "inconvenient class hours," "availability of child care," and "lack of career guidance," are problems which colleges can readily help remedy, others such as "cost of tuition and materials" and "reputation of the school" would be multi-faceted, long-term factors to have any impact on. Still others such as "conflicting family responsibilities" and "not enough time to study" would probably be beyond the ability or resources of colleges to design solutions.

Subgroups for which "conflicting family responsibilities" would be a greater problem than the norm (68%) are:

- Current ACC students (74%) versus those attending school elsewhere (68%).
- Those not attending but very interested (74%) versus those with only limited interest in attending (58%).
- Those residents who already have one or more college degrees (77%).
- Males (70%) versus females (65%).
- Persons in the 30 - 39 age group (77%).
- Persons with a household size of five members (76%).
- Persons who are employed full time (72%).

Factors Which Make Getting An Education Difficult

"I'm going to read a list of factors which might make it difficult for persons to take classes even though they want to. For each, please indicate whether that factor is frequently a problem or difficulty among people you know, sometimes a problem, seldom a problem, or no problem at all." (Q. 45)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(750)	(479)	(271)
"Frequently" or "Sometimes" a problem ...			
Conflicting family responsibilities	68%	72%	60%
Cost of tuition and materials	68%	70%	64%
Inconvenience of class hours	61%	61%	59%
Desired courses not available	58%	59%	56%
Availability of child care	57%	57%	56%
Availability of transportation	56%	57%	56%
Not enough time to study	56%	61%	47%
Lack of career guidance	55%	57%	54%
Long waiting time for some career programs	48%	53%	40%
Provision for the handicapped	46%	46%	46%
Reputation of school	33%	35%	33%

VI.

TIME, PLACE, AND FINANCIAL CONSIDERATIONS

- Preferred Class Times (Full vs. Part Time/Morning/Afternoon/Evening/Weekends)
- Preferred Learning/Instructional Methods
- Preferred Class Locations
- Financial Considerations

PART TIME ENROLLMENT AT EVENING CLASSES IS THE PREFERENCE OF NEARLY HALF OF ADULTS ASKED THIS QUESTION.

There is a very clear preference for part time evening enrollment as expressed by 48% of prospective students. A fourth of interested adults say that full time enrollment would suit their needs but they are divided among preferences for morning (11%), afternoon (5%), and evening (8%).

Subgroup differences:

- Students in current attendance at ACC most prefer full time morning classes (36%).
- Part time morning classes appeal most to those aged 65 or over (38%).
- Adults with full time employment are heavily in need of part time evening programs (65%).

Time/Schedule Preference

"What type of attendance would best suit your needs?" (Q. 35)

(Asked of those interested in educational programs.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(345)	(241)	(104)
Full time morning	11%	11%	10%
Full time afternoon	5	6	3
Full time evening	8	7	8
Part time morning	10	11	9
Part time afternoon	9	8	12
Part time evening	48	49	48
Weekend	10	9	11
Don't know/No answer	5	5	4

(Multiple responses)

TUITION COST APPEARS TO BE AN IMPEDIMENT FOR A SIGNIFICANT PROPORTION OF ATLANTIC AND CAPE MAY COUNTY RESIDENTS WHO MIGHT OTHERWISE ENROLL FOR COURSES.

Although about six in ten (58%) of those interested in taking courses say that cost is not a problem, the remainder (41%) say that it would be. Atlantic County residents in particular are inclined to see cost as a barrier (44%); this is less true of Cape May residents (35%).

"Price sensitive" adults (those who define a "reasonable" per-course cost as $50 or less) are in the majority (82%) of prospective students.

Subgroup differences:

- Women appear to be more price sensitive than men; 40% think $10 is a reasonable price per course compared to 22% of men who think so.
- The less education an adult has completed, the lower the price per course he or she considers reasonable; e.g., almost half (48%) who did not finish high school think $10 a course reasonable versus 19% of college graduates who say they can afford only $10.
- Age is related to ability to pay. More than half of interested adults who are 50 or older say they can afford only $10 a course.

Tuition Costs as an Impediment to Enrollment

"If you were to enroll in a program or take three-credit courses, would tuition costs be a problem?" (Q. 36)

(Asked of those interested in educational programs.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(345)	(241)	(104)
Yes, a problem	41%	44%	35%
No	58	56	64
No answer	1	*	1

*Less than .5%.

Tuition Costs as an Impediment to Enrollment

"What is a reasonable tuition per course that you can afford?" (Q. 37)

(Asked of those for whom tuition costs would be a problem.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(142)	(106)	(36)
Price Sensitive	82%	83%	78%
$10 per course	34%	34%	33%
$25 per course	28	27	31
$50 per course	20	22	14
Less Price Sensitive	12%	11%	17%
$100 per course	8%	7%	11%
$200 or more	4	4	6
No answer	6	7	6

IN GENERAL, PROSPECTIVE STUDENTS FAVOR THE MORE TRADITIONAL INSTRUCTIONAL METHODS, PERHAPS REFLECTING LACK OF EXPOSURE TO ALTERNATIVE METHODS.

Traditional lectures and classes are the choice of four in ten prospective students from Atlantic and Cape May Counties. Conferences/workshops (24%), on-the-job training (23%), and informal study groups (14%) interest smaller proportions of those who would consider enrolling. Self-directed study (6%), TV/radio/cassettes (5%), private lessons (3%), and correspondence courses (2%) are even less in demand.

Subgroup differences:

- ACC students (71%) are considerably more inclined to favor traditional lectures and classes than are students at other schools (43%).
- About half of those with at least some college tend to like lectures and classes compared to about a fourth of those with less education who feel this way.
- Lectures and classes appeal least to adults from households with less than $8,000 in income (25%) and most to those enjoying incomes of $18,000 or more (46%).

Preferred Training Methods

"By what method are you most comfortable learning?" (Q. 38)

(Asked of those interested in educational programs.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(345)	(241)	(104)
Lectures and classes	40%	40%	38%
Conferences and workshops	24	24	23
On-the-job training	23	22	25
Informal study groups	14	15	13
Studying on your own	6	6	5
TV, radio, records, cassettes	5	5	5
Lessons from private teachers	3	3	4
Correspondence courses	2	2	1
Home telephone courses	1	1	--

(Multiple responses/Other and No answer omitted)

THERE IS A REAL CONSENSUS AMONG PROSPECTIVE STUDENTS THAT MAYS LANDING IS THE BEST PLACE TO OFFER COURSES.

It appears that evening courses offered at Mays Landing would be convenient for about a third of prospective students. Nineteen percent say that they would like to attend at that time and place and another 12% prefer Mays Landing day or evening. There is little interest in other locations except for 11% who say their local public high school is an attractive location. Ten percent of interested adults have no preference as far as where to take classes.

Preferred Class Locations

"Where would you like to attend classes if you could go anywhere you wanted to?" (Q. 39)

(Asked of those interested in educational programs.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(345)	(241)	(104)
Mays Landing, evening	19%	20%	18%
Mays Landing, day	13	13	13
Mays Landing, day or evening	12	15	6
Public high school, day or evening	11	5	23
Atlantic City high school	6	7	2
Atlantic County Vo-Tech	5	6	4
Atlantic City extension center	1	2	--
Hammonton City bilingual center	1	2	--
On-the-job training	1	1	2
YMCA/YWCA	1	1	1
Community center	1	1	--
Local library	1	1	3
No preference	10	11	7
Other	24	23	28
No answer	1	--	2

(Multiple responses)

VII.

ATTITUDES AND EXPERIENCES OF CURRENTLY ENROLLED STUDENTS

- Proportion of Area Adults Currently Attending
- Schools Being Attended
- Current Curriculum/Major/Course(s)
- Type of Enrollment (Degree versus Non-Degree, Full Time versus Part Time
- Future/Further Educational Plans
- Reasons/Motivations for Attending School
- Factors/Individuals Influencing Attendance at Current College or School

ATLANTIC COMMUNITY COLLEGE AND STOCKTON STATE COLLEGE PREDOMINATE NOW IN MEETING THE CURRENT EDUCATIONAL NEEDS OF ADULTS RESIDING IN ATLANTIC AND CAPE MAY COUNTIES.

A large minority (40%) of currently enrolled students in the two counties attend these two colleges, both located in Atlantic County. Attendance at both of these colleges is higher among the residents of Atlantic County as compared with Cape May County.

One in five (19%) of those residents interviewed who are attending school are still in high school. Another 30% attend "other schools" (e.g., beautician schools, mechanics and driver training programs, secretarial schools, etc.).

You will note that neighboring community colleges -- Ocean County Community College at 2% and Burlington Community College at 1% are not major competitive forces.

Current Enrollment

"What is the name of the school you are now attending?" (Q. 11)

(Asked of those who are currently enrolled.)

	TOTAL	County of Residence ATLANTIC	CAPE MAY
Base:	(128)	(96)	(32)
Atlantic Community College	21%	24%	13%
Stockton State College	19	22	9
Glassboro State College	4	3	6
Ocean County Community College	2	2	--
Rutgers University	2	--	6
Burlington Community College	1	1	--
Other school	30	26	44
Still in high school	19	20	16
No answer	3	2	6

A LARGE MAJORITY (77%) OF AREA RESIDENTS CURRENTLY ATTENDING SCHOOL ARE ENROLLED IN A PROGRAM LEADING TO A SPECIFIC CERTIFICATE OR DEGREE.

Certificate or Degree

"Are you working toward a certificate or degree?" (Q. 12)

(Asked of those who are currently enrolled.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(128)	(96)	(32)
Yes	77%	78%	72%
No	22	21	25
No answer	2	1	3

THE "HUMANITIES," "SCIENCE AND MATHEMATICS," "SOCIAL SCIENCES," AND "BUSINESS MANAGEMENT" ARE THE FOUR PRIMARY CURRICULA OR MAJORS OF THOSE AREA RESIDENTS CURRENTLY ENROLLED IN A POST-SECONDARY EDUCATIONAL PROGRAM.

Major Course of Study

"What is your major?" (Q. 13)

(Asked of those who are working toward a certificate or degree.)

	TOTAL	County of Residence ATLANTIC	CAPE MAY
Base:	(98)	(75)	(23)
Liberal Arts/Humanities	11%	12%	9%
Liberal Arts/Science and Mathematics	11	11	13
Liberal Arts/Social Sciences	8	7	13
Business Management	8	11	--
Business Administration	7	8	4
Law Enforcement	7	7	9
Education	6	5	9
Electronic Technology/Data Processing	4	4	4
Gambling/Gaming/Casinos	3	4	--
Secretarial Studies	2	1	4
Hotel/Restaurant Management	2	1	4
Nursing	2	3	--
Marine Science	1	--	4
Engineering	1	--	4
Allied Health	1	1	--
Other	9	11	4
Still in high school	14	13	17
No answer	1	1	--

FULLY TWO-THIRDS (67%) OF AREA RESIDENTS CURRENTLY ATTENDING SCHOOL ARE ENROLLED ON A FULL-TIME BASIS.

This trend is particularly true for the following population subgroups:

- Atlantic County (71%) versus Cape May County (57%) residents
- Females (73%) versus males (63%)
- Young people in the 17-20 age group (89%)
- Those persons not employed (93%) and those employed only part-time (82%). Please note that 20% of those employed full time are also attending college on a full-time basis as well.

Part Time versus Full Time Attendance

"Have you been primarily a part time or full time student?" (Q. 14)

(Asked of those who are working toward a certificate or degree.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(98)	(75)	(23)
Part time	33%	29%	43%
Full time	67	71	57

ALMOST ALL STUDENTS ENROLLED IN DEGREE OR CERTIFICATE PROGRAMS PLAN TO FINISH.

About 90% of enrolled degree or certificate students will continue at school to achieve their certification goals. Only a small proportion (7%) say they plan to transfer.

Immediate Educational Plans

"Do you plan to continue through to your degree at this institution?" (Q. 15)

(Asked of those who are working toward a certificate or degree.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(98)	(75)	(23)
Plan to continue to degree	91%	92%	87%
Plan to transfer	7	5	13%
Neither continue nor transfer	1	1	--
No answer	1	1	--

MANY CURRENT STUDENTS PLAN TO CONTINUE ON TOWARD A HIGHER DEGREE.

While a fifth (21%) of students who plan to get their certificates or degrees do not intend pursuing further education, almost half (47%) say they will go on for a higher degree. Cape May residents (65%) are more likely than Atlantic County residents (42%) to aim toward post-graduate education.

Subgroup differences:

- Half of students from households earning under $8,000 plan to stop school after obtaining their degree or certificate.
- About three-fourths (73%) of students from households in the $8,000-$11,999 income bracket say they will go on for further formal education.

Future Educational Plans

"After obtaining your degree, do you plan any additional schooling?" (Q. 16)

(Asked of those who plan to continue at current institution.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(89)	(69)	(20)
Plan to go on for a higher degree	47%	42%	65%
Plan to stop after this degree	21	25	10
Plan to enroll in selected courses	7	7	5
Other	1	1	--
Don't know/No answer	23	24	20

"AVOCATIONAL," "ARTS," AND "ENGLISH" CLASSES ARE THE PREDOMINANT CATEGORIES OF NON-DEGREE COURSES BEING TAKEN BY AREA RESIDENTS.

Non-Degree Courses Currently Enrolled

"For what type of course or courses are you registered, that is, non-credit English, Accounting, etc.?" (Q. 17)

(Asked of those not working toward a certificate or degree.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(28)	(20)	(8)
Non-career/Avocational	14%	5%	38%
Art	14	10	25
English	7	5	13
Crafts	4	--	13
Secretarial Skills	4	5	--
Writing	4	5	--
Accounting	4	5	--
History	4	5	--
Other	50	60	25
Don't know/No answer	7	10	--

(Open-end question/Multiple responses)

PERSONAL FULFILLMENT AND/OR SELF-IMPROVEMENT IS THE MAJOR REASON CITED FOR CURRENT ENROLLMENT.

Of adults now attending some kind of school or educational program, four in ten (41%) say they are seeking some personal benefit along the lines of self-improvement or fulfillment. Half that proportion mention that they want to improve their career prospects (32%) or complete a degree (21%). A similar proportion (17%) also say they want to improve their job skills and/or advance in their current positions.

Subgroup differences:

- Cape May residents are significantly more interested in courses for personal satisfaction (56%) than are Atlantic County residents (36%). The latter group is more oriented toward future career prospects (26% versus 9%).
- Personal fulfillment is most often given as a reason for course enrollment by the oldest age group -- 80% of those 65 or over.
- About three in ten of those 30-49 are enrolled to improve their job skills for advancement in their present positions.

Reasons for Current Enrollment

"What are your reasons for taking the course or courses in which you are currently enrolled?" (Q. 18)

(Asked of those who are currently enrolled.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(128)	(96)	(32)
Personal fulfillment/self-improvement	41%	36%	56%
Improve prospects/Get a good job	22	26	9
Complete degree	21	22	19
Improve job skills/Advance in job	17	17	19
Like to go to school	4	5	--
Better pay/More money	3	4	--
Bored/Something to do	3	1	9
Switch to a new field	2	2	--
Other reasons	3	4	--
Don't know/No answer	1	--	3

(Open-end questions/Multiple responses)

CONVENIENT LOCATION IS THE SINGLE MOST IMPORTANT FACTOR INFLUENCING THE CHOICE OF AN INSTITUTION.

No other factor is as decisive as convenient location in choosing an educational institution, among Atlantic and Cape May County residents. More than four in ten (45%) cite this factor. Three other reasons cited with some frequency are cost (16%), recommendation by family or friend (15%), and the school's reputation (13%).

Subgroup differences:

- Location is given as a factor by seven in ten (71%) of those aged 40-49, a significantly larger proportion than among younger age groups. The youngest age group (17-20) is most likely to cite advice from family or friends (25% compared to about one in ten of those who are older).

Factors Which Influenced Current Enrollment

"What factors influenced you most to attend that institution?" (Q. 19)

(Asked of those who are currently enrolled.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(128)	(96)	(32)
Location	45%	46%	41%
Cost	16	18	13
Advised by family or friend	15	17	9
Academic reputation of school	13	14	13
Advised by employer or because of work-related program	5	7	--
Advised by teacher, counselor, etc.	2	2	--
Only place I was accepted	1	--	3
Other factors	23	22	25
No answer	2	1	6

(Multiple responses)

MANY EMPLOYED PERSONS (41%) ARE NOT ENROLLED IN COURSES RELATED TO THEIR PRESENT JOBS.

While a third of adults say their courses are job-related, four in ten (41%) say they are taking courses with no relevance to their current employment.

Subgroup differences:

- More than half (57%) of college graduates are enrolled in courses related to their work. This is true of about three in ten or less of other educational groups.
- Almost six in ten in the 30-49 age group are studying job-related subjects, about twice the proportion of younger people.
- Full time employment is also relevant in whether courses are job-related. Six in ten full time employees are enrolled in job-related courses compared to only 37% of part time workers.

Appropriateness of Courses to Current Job

"Is the course or courses for which you are currently enrolled related to your present job?" (Q. 20)

(Asked of those who are currently enrolled.)

		County of Residence	
	TOTAL	ATLANTIC	CAPE MAY
Base:	(128)	(96)	(32)
Related to job	33%	34%	28%
Somewhat related	2	2	3
Not related	41	40	44
Not employed	24	24	25

VIII.

DEMOGRAPHICS OF RESPONDENTS

Demographics of Respondents

	TOTAL	County of Residence ATLANTIC	CAPE MAY
Base:	(750)	(479)	(271)
• Education (Q. 40)			
Less than high school	23%	23%	21%
High school graduate	37	35	41
Some college	17	19	15
College graduate	22	21	22
• Sex (Q. 57)			
Male	50%	48%	54%
Female	50	52	46
• Household Income (Qs.54-56)			
Less than $8,000	16%	15%	17%
$8,000 - $11,999	15	14	17
$12,000 - $19,999	21	22	20
$18,000 or more	33	33	31
• Employment (Q. 48)			
Full time	50%	53%	46%
Part time	11	11	10
Not employed	27	28	26
Retired or disabled	11	8	18
• Occupation (Q. 49)			
Managers and administrators	12%	11%	14%
Sales	10	11	9
Clerical	18	20	14
Craftsmen	16	13	22
Operatives	5	6	3
Laborers	3	2	5
Service workers	14	15	13
Farmers	*	*	*
• Household Composition (Q. 48)			
Just respondent	15%	15%	15%
Two	31	27	38
Three	18	17	18
Four	18	21	13
Five	10	10	11
Six or more	8	10	5
• Age (Q. 47)			
17-20	12%	15%	8%
21-29	23	23	23
30-39	21	23	17
40-49	10	11	9
50-64	18	17	21
65 or older	15	12	22

*Less than .5%.

APPENDIX

TIME STARTED:_____

TELEPHONE NUMBER: ( )_____

RAC 4090
112078

ATLANTIC COMMUNITY COLLEGE

Educational Needs Screener

Hello, my name is_____and I'm calling for Response Analysis Corporation in Princeton, New Jersey. As you may have read in the newspaper or heard on the radio, we're conducting a study of residents in Atlantic and Cape May counties for Atlantic Community College. Research is our only interest, and no one will try to sell you anything, now or ever, as a result of your participation in this survey.

I would like to speak to the youngest man/woman at home now who is 17 years of age or older.

> ASK FOR A MALE FIRST, THEN TRY TO GET ANYONE 17 OR OLDER. IF NO ONE 17 OR OLDER IS HOME, ASK WHEN SUCH A PERSON IS EXPECTED BACK. MAKE THREE FOLLOW-UP PHONE CALLS TO TRY TO GET AN ELIGIBLE RESPONDENT.

REPEAT INTRODUCTORY PARAGRAPH WHEN YOU GET A CORRECT RESPONDENT ON THE PHONE.

1. In what county are you currently residing?

   1 ATLANTIC
   2 CAPE MAY
   3 OTHER ---- TERMINATE

   105

2. Do you currently attend any educational or general interest programs?

   1 YES → SKIP TO Q. 11
   2 NO → ASK Q. 3

   106

3. Even though you do not currently attend any educational or general interest programs, at this point in your life would you say you are very interested, somewhat interested, not very interested, or not at all interested in taking any types of courses?

   1 VERY INTERESTED
   2 SOMEWHAT INTERESTED
   3 NOT VERY INTERESTED-SKIP TO Q.8
   4 NOT AT ALL INTERESTED -- GO TO Q. 21

   107

4. What types of courses or educational programs would you be most interested in pursuing, not necessarily at Atlantic Community College, but anywhere?

   108
   09
   10

5. What are the major reasons for your interest? (PROBE: How will it benefit you the most?)

   111
   12

6. What, if any, action have you taken to enroll in an educational program?

1 HAVE BEEN ACCEPTED, BUT NOT STARTED YET
2 HAVE APPLIED, BUT NOT YET ACCEPTED
3 AM GETTING INFORMATION FROM SCHOOLS, BUT NOT YET APPLIED
4 OTHER (SPECIFY): _____
5 HAVEN'T TAKEN SPECIFIC ACTION YET → SKIP TO Q. 8

113

IF "1" THROUGH "4" CIRCLED ON Q. 6, ASK:

7. What school or schools would that be?

114
15

8. If you were seeking information on educational programs, would you ...

		YES	NO	DON'T KNOW	
a.	Go to a public school counselor for guidance and help	1	2	3	*116*
b.	Ask friends, neighbors and relatives for information	1	2	3	
c.	Ask your employer	1	2	3	*18*
d.	Ask someone at an employment office	1	2	3	
e.	Go to a college admissions counselor	1	2	3	*20*
f.	Send away for college catalogues or brochures	1	2	3	
g.	Make a personal visit to a college	1	2	3	*22*

9. Would further education be important for your present or planned occupation?

1 NO
2 DON'T KNOW
3 SOME IMPORTANCE
4 VERY HELPFUL
5 REQUIRED

123

10. Do you possess any skills that you feel are not being used in your present position? (READ LIST IF PROMPTING REQUIRED.)

1 Office skills
2 Building trade skills
3 Electronics
4 Landscape maintenance
5 Commercial and graphic art
6 Sales skills
7 Lab/science skills
8 Management/personnel
9 Math/accounting
0 NONE
X OTHER: _____ (specify)

124

SKIP TO Q. 21

125

11. What is the name of the school or program you are now attending?

1 ATLANTIC COMMUNITY COLLEGE
2 BURLINGTON COMMUNITY COLLEGE
3 CAMDEN COMMUNITY COLLEGE
4 GLASSBORO STATE COLLEGE
5 OCEAN COUNTY COMMUNITY COLLEGE
6 POMONA STATE COLLEGE
7 RUTGERS UNIVERSITY
8 SALEM COMMUNITY COLLEGE
9 OTHER (SPECIFY): _____
0 STILL IN HIGH SCHOOL

126

12. Are you working toward a certificate or degree?

1 YES
2 NO → SKIP TO Q. 17

127

IF "YES" ON Q. 12, ASK:

13. What is your major?

128
29

14. Have you been primarily a part-time or full-time student?

1 PART-TIME
2 FULL-TIME

130

15. Do you plan to continue through to your degree at this institution?

1 YES
2 NO → Do you plan to transfer?

131

1 YES
2 NO
3 DON'T KNOW

132

IF "YES" ON Q. 15, ASK:

16. After obtaining your degree, do you plan on any additional schooling?

1 PLAN TO STOP AFTER THIS DEGREE
2 PLAN TO GO ON FOR A HIGHER DEGREE
3 PLAN TO ENROLL IN SELECTED COURSES
4 DON'T KNOW
5 OTHER (SPECIFY): _____

133

GO TO Q. 18

IF "NO" ON Q. 12, ASK:

17. For what type of course or courses are you registered, that is, non-credit English, accounting, etc.?

134
35

GO TO Q. 18

18. What are your reasons for taking the course or courses in which you are currently enrolled? (PROBE: Any others?)

136
37

19. What factors influenced you most to attend that institution? (PROBE: Any other factors?) (RESPONDENT MAY CHOOSE MORE THAN ONE. DO NOT READ LIST.)

1 ADVISED BY FAMILY OR FRIEND
2 ADVISED BY EMPLOYER OR BECAUSE OF SPECIFIC WORK RELATED PROGRAM
3 ADVISED BY TEACHER, COUNSELOR, ETC.
4 ACADEMIC REPUTATION OF SCHOOL
5 COST OF ATTENDING THIS SCHOOL
6 LOCATION
7 ONLY PLACE WHERE I WAS ACCEPTED
8 OTHER (SPECIFY): _____

138

20. Is the course or courses for which you are currently enrolled related to your present job?

1 YES
2 SOMEWHAT
3 NO
4 NOT EMPLOYED

139

ASK EVERYONE

Now we would like to explore your interest in different kinds of educational courses or programs.

21. Do you have an interest in any types of educational programs, that is, non-credit courses, special interest workshops, skills improvement courses, etc., now or in the future?

1 YES
2 NO ——> SKIP TO Q. 41

140

IF "YES" ON Q. 21, ASK:

22. Would you be interested in a college transfer program to obtain a bachelor's degree?

1 YES
2 NO ——> SKIP TO Q. 24

141

IF "YES" ON Q. 22, ASK:

23. In what degree area are you interested?

142
43

DEGREE AREA: _____

24. Would you be interested in a career training program to help you obtain a job or change careers?

1 YES
2 NO ——> SKIP TO Q. 27

144

IF "YES" ON Q. 24, ASK:

25. Which of the following areas would be of greatest interest to you? (READ LIST.)

1 Business and commerce
2 Data processing
3 Applied health technologies
4 Automotive training
5 Electronics
6 Apprenticeship arts & sciences
7 Mechanical/engineering
8 Natural sciences
9 Public safety services
0 OTHER: _____

145

EXCLUSION CONTINUED:

26. What specific job or occupation are you interested in?

146
47
48

27. Would you be interested in job skills training, that is, courses to improve skills related to you job?

1 YES
2 NO ⟶ SKIP TO Q. 29 *149*

IF "YES" ON Q. 27, ASK:

28. In the job skills area, some people seek to further develop themselves by taking courses in such things as office/bookkeeping skills, graphics skills, mathematics skills, etc. What type of program would best suit your need for job skills? (READ LIST.)

1 Office skills
2 Building trades/skills
3 Electronics
4 Agriculture
5 Commercial and graphic arts *150*
6 Sales skills
7 Lab/science skills
8 Management/personnel skills
9 Math/accounting skills
X OTHER (specify): _____

29. Would you be interested in informal non-credit activities for fun?

1 YES
2 NO ⟶ SKIP TO Q. 31 *151*

IF "YES" ON Q. 29, ASK:

30. In what types of informal activities would you be interested? (READ LIST IF PROMPTING REQUIRED.)

1 Workshops or training in hobby skills (photography, woodworking, etc.)
2 Crafts instruction (pottery, sewing and weaving, painting, etc.)
3 Performing arts (plsys, musical performances, and exhibits) *152*
4 Special events (lectures, speeches, discussion groups)
5 Recreational skills (golf, tennis, physical conditioning)
6 OTHER (specify): _____

EXCLUSION CONTINUED:

31. Would you be interested in educational and/or career counseling?
1 YES
2 NO → SKIP TO Q. 33
153

IF "YES" ON Q. 31, ASK:

32. Would that be career counseling in general, financial aid, job placement, seminars on how to find a job, or remedial education?

1 CARREER COUNSELING/INTEREST TESTING
2 FINANCIAL AID
3 JOB PLACEMENT
4 HOW TO FIND JOB SEMINARS
5 REMEDIAL EDUCATION
6 OTHER (SPECIFY):_____
154

33. Would you be interested in courses to provide practical skills?
1 YES
2 NO → SKIP TO Q. 35
155

IF "YES" ON Q. 33, ASK:

34. In what types of practical skills are you interested? (READ IF NECESSARY.)

1 Communication skills (reading, writing, computation)
2 Home skills (budgeting, cooking, consumer effectiveness
3 Child rearing/family relations
4 Maintenance (car, home, appliances)
5 Personal finance (insurance, tax, investments)
6 Other (Specify):_____
156

35. What type of attendance would best suit your needs? (READ ANSWER CATEGORIES.)
1 Full-time morning
2 Full-time afternoon
3 Full-time evening
4 Part-time morning
5 Part-time afternoon
6 Part-time evening
7 Weekend
8 DON'T KNOW
157

36. If you were to enroll in a program or take three-credit courses, would tuition costs be a problem?
1 NO → SKIP TO Q. 38
2 YES
158

IF "YES" ON Q. 36, ASK:

37. What is a reasonable tuition per course that you can afford? (READ IF PROMPTING REQUIRED.)
1 $10 PER COURSE
2 $25
3 $50
4 $100
5 $200 or more
159

38. By what method are you most comfortable learning? (READ LIST.)

1 Lectures and classes
2 Short conferences and workshops
3 Correspondence courses
4 TV, radio, records, video or audio cassettes
5 Lessons from a private teacher
6 Discussion groups or informal study groups
7 On the job training
8 Studying on your own with no formal instruction
9 Home telephone courses
0 OTHER (SPECIFY):_____
160

39. Where would you like to attend classes if you could go anywhere you wanted to? (START TO READ LIST IF PROMPTING REQUIRED.)

161

1 Mays Landing, DAY OR EVENING
2 Atlantic City High School
3 Atlantic City Extension Center
4 Hammonton City Bilingual Center
5 Atlantic County Vo-Tech School
6 PUBLIC HIGH SCHOOL, DAY OR EVENING
7 ON CAMPUS, DAY
8 ON CAMPUS, EVENING
9 ON THE JOB TRAINING
0 RELIGIOUS INSTITUTION OR GROUP
1 YMCA OR YWCA
2 COMMUNITY CENTER OR CLUB
3 LOCAL LIBRARY
4 NO PREFERENCE
5 OTHER (SPECIFY):_____
_____

162

Now, for background purposes, and to make sure we've reached a cross-section of the population, we have a few more questions.

40. What was the last grade you completed in school?

1 NO SCHOOLING
2 FIRST TO EIGHTH GRADE
3 HIGH SCHOOL INCOMPLETE
4 HIGH SCHOOL COMPLETE
5 COLLEGE INCOMPLETE
6 COLLEGE COMPLETE
7 GRADUATE WORK
X OTHER:_____ (specify)

163

41. Have you ever taken a course or courses at Atlantic Community College?

1 YES
2 NO → SKIP TO Q. 43

164

IF "YES" ON Q. 41, ASK:

42. What was the main reason for your not continuing at ACC?

1 STILL ATTENDING
2 GRADUATED
3 TRANSFERRED
4 LOST INTEREST
5 MONEY
6 LACK OF TIME
7 ONLY INTERESTED IN SELECTED COURSES
X OTHER (SPECIFY):_____
_____

165

43. Atlantic Community College wants to make its courses and programs available to the largest number of people. But some people encounter difficulties or barriers to attending school. Among the adults that you know, what are some of the major reasons preventing them from enrolling in a class? (PROBE: Any other reason?)

166
67

44. There is a lot of debate today on whether either going to school or practical job experience is most important to getting ahead -- that is, to getting a good job, being promoted, and receiving better pay. Which of the following statements best describes your own feelings on this issue? READ STATEMENTS ALOUD.

1 Formal schooling and training is most important in obtaining a good job, job promotions, and better pay *206*

2 Formal training and practical job experience are equally important

3 Practical job experience is more important than formal schooling

4 DON'T KNOW

45. I'm going to read a list of factors which might make it difficult for persons to take classes even though they want to. For each, please indicate whether that factor is frequently a problem or difficulty among people you know, sometimes a problem, seldom a problem, or no problem at all. Let's start with . . .

		FREQUENTLY A PROBLEM	SOMETIMES A PROBLEM	SELDOM A PROBLEM	NO PROBLEM AT ALL	DOESN'T APPLY/ DON'T KNOW	
a.	Conflicting family responsibilities	1	2	3	4	5	*207*
b.	Availability of transportation	1	2	3	4	5	
c.	Availability of child care	1	2	3	4	5	*09*
d.	Cost of tuition and materials	1	2	3	4	5	
e.	Inconvenience of class hours	1	2	3	4	5	*11*
f.	Not enough time to study	1	2	3	4	5	
g.	Lack of career guidance	1	2	3	4	5	*13*
h.	Reputation or prestige of school	1	2	3	4	5	
i.	Special provisions for the handicapped	1	2	3	4	5	*15*
j.	Waiting list or long waiting time for some career programs	1	2	3	4	5	
k.	Desired courses or programs not available	1	2	3	4	5	*17*

47. Would you please tell me how old you were on your last birthday?

1 17-20
2 21-29
3 30-39 *218*
4 40-49
5 50-64
6 65 OR OLDER
7 REFUSED

48. How many people -- children and adults -- are living in this household, including yourself?

1 JUST RESPONDENT
2 TWO
3 THREE *219*
4 FOUR
5 FIVE
6 SIX OR MORE
7 REFUSED

48. Are you employed outside the home at the present time, either full time or part tim ?

1 YES, FULL TIME
2 YES, PART TIME
3 NO
4 REFUSED
5 RETIRED OR DISABLED

220

IF RESPONDENT IS EMPLOYED EITHER FULL TIME OR PART TIME, ASK:

49. Could you please tell me what kind of work you do? (INTERVIEWER: GET ENOUGH DETAIL SO WE CAN CLASSIFY JOB.)

221
22

50. Approximately how many hours a week do you work?

1 LESS THAN 10
2 10-20
3 21-30
4 31-40
5 MORE THAN 40
6 REFUSED
7 OTHER: _____ (specify)

223

51. Are you the chief wage earner in this household?

1 YES -- SKIP TO Q. 54
2 NO -- GO TO Q. 52
3 EQUALLY SHARED -- GO TO Q. 52
4 NO WAGE EARNER IN THIS HOUSEHOLD -- SKIP TO Q. 54
5 RETIRED OR DISABLED -- SKIP TO Q. 54

224

IF "2" OR "3" ON Q. 51, ASK:

52. What kind of work does the chief/other wage earner do? (INTERVIEWER: GET ENOUGH DETAIL SO WE CAN CLASSIFY JOB.)

225
26

53. Approximately how many hours a week does the chief/other wage earner work?

1 LESS THAN 10
2 10-20
3 21-30
4 31-40
5 MORE THAN 40
6 REFUSED
7 OTHER: _____ (specify)

227

54. We would like to look at results by broad income groups. Was your family income in 1977 less than $12,000 or was it $12,000 or more?

1 LESS THAN $12,000 -- SKIP TO Q. 55
2 $12,000 OR MORE -- SKIP TO Q. 56
3 REFUSED -- SKIP TO Q. 57
4 DON'T KNOW -- SKIP TO Q. 57

228

IF "1" ON Q. 54, ASK:

55. Was this less than $8,000 or was it $8,000 or more?

1 LESS THAN $8,000
2 MORE THAN $8,000
3 REFUSED -- SKIP TO Q. 57
4 DON'T KNOW -- SKIP TO Q. 57

229

IF "2" ON Q. 54, ASK:

56. Was this less than $18,000 or was it $18,000 or more?

1 LESS THAN $18,000
2 MORE THAN $20,000
3 REFUSED -- SKIP TO Q. 57
4 DON'T KNOW -- SKIP TO Q. 57

230

57. INTERVIEWER: RECORD SEX OF RESPONDENT:

1 MALE
2 FEMALE

231

ASK EVERYONE

58. From time to time, the office calls the people we interview to make sure we're handling our work properly. May I have your name in case they want to check with you?

NAME: _____

ADDRESS: _____

CITY: _____ ZIP CODE: _____

DATE OF INTERVIEW: _____ TIME FINISHED: _____ # OF MINUTES ___ *232-33*

INTERVIEWER: _____

UNIVERSITY OF CALIF.
LOS ANGELES
JUN 8 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES

"END OF DOCUMENT"